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AN ANALYSIS OF THE EXCHANGE RELATIONSHIPS IN A VOLUNTARY
ORGANIZATION NETWORK UNDERGOING STRUCTURAL CHANGE

BY

GARY A. GOREHAM

A thesis submitted
in partial fulfillment of the requirements for the
degree Doctor of Philosophy

Major in Sociology
South Dakota State University

AN ANALYSIS OF THE EXCHANGE RELATIONSHIPS IN A VOLUNTARY
ORGANIZATION NETWORK UNDERGOING STRUCTURAL CHANGE

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Doctor of Philosophy, and is acceptable for meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Dr. Donna Hess

Date

Thesis Advisor

Dr. James Satterlee over to Date

Head, Rural Sociology Department

AN ANALYSIS OF THE EXCHANGE RELATIONSHIPS IN A VOLUNTARY ORGANIZATION NETWORK UNDERGOING STRUCTURAL CHANGE

Abstract

GARY A. GOREHAM

Using Richard Emerson's exchange network analysis, exchange relations in the South Dakota 4-H program were examined. South Dakota 4-H is comprised of both paid staff and volunteer leaders. It is currently undergoing structural change through the implementation of the Key Leader System. The Key Leader System involves appointing county level Key Leaders and club level Project Leaders to disseminate information to 4-H members and to assist them with their projects. Survey data, interviews, and State Fair results were collected to test hypotheses generated by exchange network analysis.

Both clubs and counties varied in the degree to which they had implemented the Key Leader System. A relationship was found between the number of 4-H members in a club and the number of Project Leaders appointed in those clubs. The number of State Fair exhibitors per county in a Key Leader System Project remained unchanged over time whereas the number of exhibitors per county in a non-Key Leader System project dropped. Rewards of exchange

relations were directly related to attitudes toward the Key Leader System by County Extension Staff and volunteer leaders. Rewards of exchange relations included decreased time commitments, favorable role changes, belief in Key Leader System's ability to retain 4-H members and volunteer leaders and to improve 4-H members' projects. Rewards of exchange relations and implementation of the Key Leader System were not related. No relationships were found between rewards of exchange relations and volunteer leaders' retention plans. Neither Project Leaders' power, the number of 4-H members in a club, nor residence was related to Organizational Leaders' retention plans.

Refinements of exchange network analysis are implied by the study's findings. Extended networks affect immediate networks. Different network planes influence actors' behavior in other network planes. Multiple roles played by a person in a network will affect the dynamics of that network.

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LIST OF ACRONYMNS

KLS = Key Leader System.

CES = County Extension Staff.

KLS CES = County Extension Staff member using the Key Leader System.

non-KLS CES = County Extension Staff member not using the Key Leader System.

ORG = Organizational Leader. Previously referred to as the Club Leader.

KLS ORG = Organizational Leader using the Key Leader System.

non-KLS ORG = Organizational Leader not using the Key Leader System.

KEY = County Key Leader.

PRO = Club Project Leader.

MBR = 4-H member.

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Gary L. Ferguson

Royal Holloway State University

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Gary A. Goreham

South Dakota State University

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AN ANALYSIS OF THE EXCHANGE RELATIONSHIPS IN A VOLUNTARY ORGANIZATION NETWORK UNDERGOING STRUCTURAL CHANGE

by

Gary A. Goreham

CHAPTER I. INTRODUCTION

Organizations change. Change may be planned or spontaneous, welcomed or resisted. It may help or hinder the organization to accomplish its objectives. Many organizations make extensive use of volunteer workers to accomplish organizational objectives. The purpose of this study was to analyze the impact of structural change on a voluntary organization, on the functioning of that organization, and on the relations which exist between the people and groups involved in that voluntary organization.

The impact of organizational change on voluntary organizations has importance on both the practical and on the theoretical level. First, on the practical level, an important part of the United States' economy is derived from volunteer labor. In 1975, one out of every four Americans over age 14 was involved in some type of volunteer work (Wilson, 1976). Over time, the number of volunteers, the number of voluntary organizations, and the number of other organizations requesting volunteer assistance continued to

increase (Anderson & Moore, 1975). By 1981, over 47 percent of all American adults provided formal volunteer services such as advocacy, direct services, and fund-raising. It is estimated that 82 percent of the United States' population were willing to devote themselves in one capacity or another to volunteer work (Schindler-Rainman, 1982). In 1981, volunteers contributed an average of 102 hours per year for an estimated total of 7.8 billion hours. Assuming that the volunteers' time was worth the average hourly wage they could have received based on their educational levels, the estimated dollar value of the time they contributed would have been \$64.5 billion (Independent Sector, 1982). This compares with the 1981 total annual income of \$2,415.8 billion (Department of Commerce, 1982).

By 1983, about 2.9 million persons nationwide worked with the Cooperative Extension Service as volunteers. That is, nearly one out of every 80 persons in the United States provided volunteer help to the Extension Service. Volunteers gave over 71 million days in service to Extension. They invested about 51 days for every one day invested by an Extension agent. Had the volunteers been paid for their time, the bill would have been \$4.5 billion -- over five times the entire Cooperative Extension Service's budget (Steele, 1984).

In 1983, there were 6,381 teen and adult volunteer leaders in the South Dakota 4-H program. They contributed

an average of 317 hours per volunteer to the 4-H program. Based on the then current minimum wage of \$3.35 per hour, the dollar value of the time the volunteers contributed would have been \$1,060 per person for an estimated total of \$6.8 million. An additional \$17.5 thousand was also contributed through mileage, telephone calls, materials, and refreshments served to the 4-H members.

Volunteer services are used in a host of different types of organizations ranging from churches to civic, veteran, social, service, fraternal, farm, political, and professional groups. Each of these organizations must from time to time initiate changes in their organizational structures. It is vital that they be able to predict how organizational changes will affect both the volunteer and the paid staff as well as the accomplishment of overall organizational goals. To fail to account for volunteers' responses to organizational change could be detrimental to the accomplishment of organizational goals and to the cost an organization could encounter without the use of volunteers.

Second, the impact of organizational change on voluntary organizations has importance on a theoretical level. Voluntary organizations consist of a network of individuals and groups. Individuals volunteer their services to derive rewards which are primarily intrinsic. An example of an intrinsic reward is the pleasure the

volunteer receives from relationships with co-volunteers and clients. Changes in the structure of the voluntary organization network may affect the rewards which the volunteers anticipate. Exchange Network Analysis has been developed as a theoretical perspective to understand the way rewards derived from relationships between individuals and groups in a network will affect the overall functioning of the network.

The number of social organization studies employing Exchange Network Analysis has grown (e.g., Borkman, 1979). However, these studies are typically conducted in a controlled laboratory setting (e.g., Cook & Emerson, 1978). Since the rewards exchanged in a voluntary organization are primarily intrinsic, voluntary organizations serve as a special type of organization which poses a unique test for Exchange Network Analysis.

A. Statement of the Problem.

This study investigated the following problem: How do changes in the organizational structure of a voluntary organization affect the exchange relationships in its network of individuals and groups? Some of the related questions addressed in the study included the following: How does change affect the retention plans of the volunteer staff? How do different levels of rewards in the relationships between volunteers in a volunteer organization

network affect the retention plans and the attitudes toward structural changes of the volunteer staff? What factors affect the decision to implement structural change in an organization when implementation of these changes is voluntary? To investigate this problem, the 4-H program in South Dakota, a voluntary organization, was studied.

In 1981, three leaders from the South Dakota 4-H program attended a nationwide training program on the use of the "Middle Management System" of leadership in 4-H. Their enthusiasm for this new concept of leadership sparked the Key Leader System (KLS) in the South Dakota 4-H program. The KLS grew in South Dakota from a pilot program of three participating counties with two project areas in 1982 to the current statewide use of the KLS with eight project areas.

The KLS involves the use of county-level Key Leaders who specialize in a project area such as Beef, Horse, Clothing, or Foods & Nutrition. These individuals are selected by the County Extension Staff and are responsible to provide training to the club-level Project Leaders. Club Project Leaders, selected by an Organizational Leader, are responsible to assist 4-H members in a specific project area. The intention of the system was to improve the amount and quality of information disseminated to the 4-H members. It was assumed that the improved information dissemination would in turn improve the quality of members' projects and would enhance membership and volunteer leader satisfaction

and retention.

The organizational structure of 4-H in South Dakota prior to the initiation of the KLS was similar to that in many other states. The President of South Dakota State University, the Dean of the College of Agriculture and Biological Sciences, and the Director of the Extension Service provided leadership for the State 4-H Staff, State Extension Specialists Subject Matter Specialists, and the District Extension Supervisors. The role of the the District Extension Supervisors was to serve as a supervisory link between the land-grant institution and the County Extension Staff.

The State 4-H Staff and the State Extension Subject Matter Specialists served to provide information and guidance to the County Extension Staff in their respective areas of specialty. The State 4-H Staff were professionals funded by the U.S.D.A. who work with 4-H youth and volunteer leaders. Their objective was to administer the state's 4-H program. They provided training to the County Extension Staff in the area of 4-H and to the county-level 4-H volunteer leaders.

The County Extension Staff (CES) consisted of County Agents and Extension Home Economists. Larger counties in the state may also have an Extension Youth Agent. The objective of the CES was to serve as a communication link between the Agricultural Experiment Station researchers at

South Dakota State University and the residents in the counties. One of the tasks required of the CES was to recruit and train volunteer leaders for the 4-H clubs.

Organizational Leaders (ORGs) were responsible for the overall organization and functioning of a local 4-H club. They coordinated activities for the club, recruited members, planned programs and meetings, and counseled 4-H members (MBRs). They were responsible to communicate with the MBRs, their parents, other 4-H leaders, the community, and the CES. Figure 1 illustrates the County-level organizational structure of 4-H prior to the initiation of

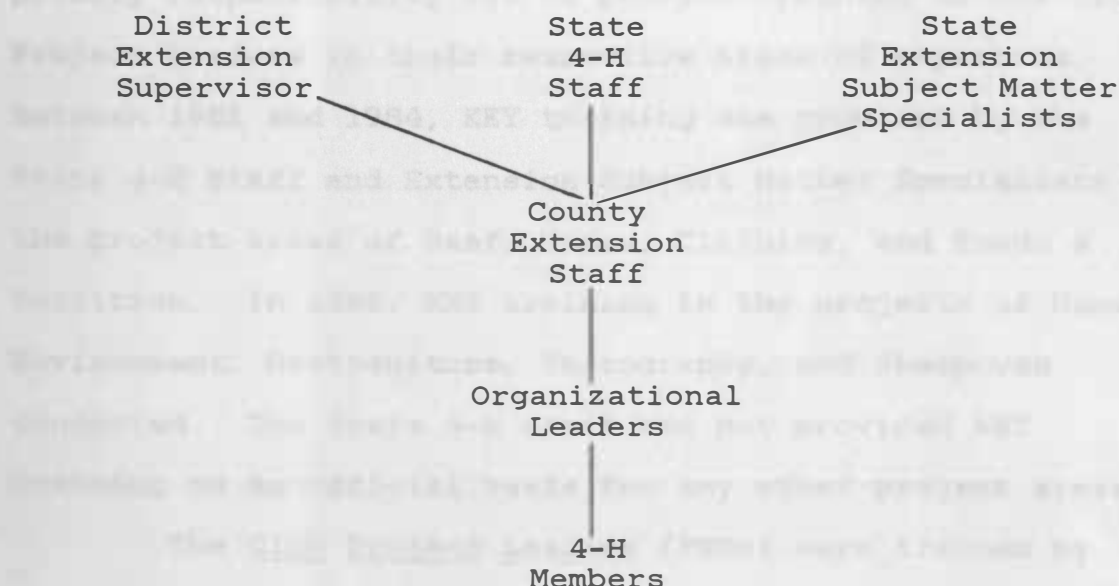


Figure 1. County-level 4-H Organizational Structure Prior to Initiation of Key Leader System.

the KLS.

The KLS established two types of leadership for

MBRs: administrative and informational. The ORGs continued their roles in administering the 4-H club but were no longer expected to provide as much information on the MBRs' projects. Two leadership positions were created for those responsible to provide specialized information corresponding to the MBRs' specific projects. These leaders are the County Key Leaders and the Club Project Leaders.

The County Key Leaders (KEYs) were recruited by the CESs. The KEY was a volunteer leader who has special knowledge and skill in a topic related to one of the particular projects in which a MBR is involved. The KEYs' primary responsibility was to provide training to the Club Project Leaders in their respective areas of expertise. Between 1982 and 1984, KEY training was provided by the State 4-H Staff and Extension Subject Matter Specialists in the project areas of Beef, Horse, Clothing, and Foods & Nutrition. In 1984, KEY training in the projects of Home Environment, Horticulture, Photography, and Sheep was conducted. The State 4-H Staff had not provided KEY training on an official basis for any other project areas.

The Club Project Leaders (PROs) were trained by their respective KEYs in specific project areas. Although each county usually had only one KEY per project area, there could be many PROs per project area in the county. The PROs were usually involved with a single 4-H club. Whereas the KEYs did not work directly with the MBRs, the PROs did work

with them. They were to provide information and opportunities for skill development to the MBRs in their clubs through special project meetings, demonstrations, and individual help on MBRs' projects. The organizational structure of the county-level 4-H program using the KLS is

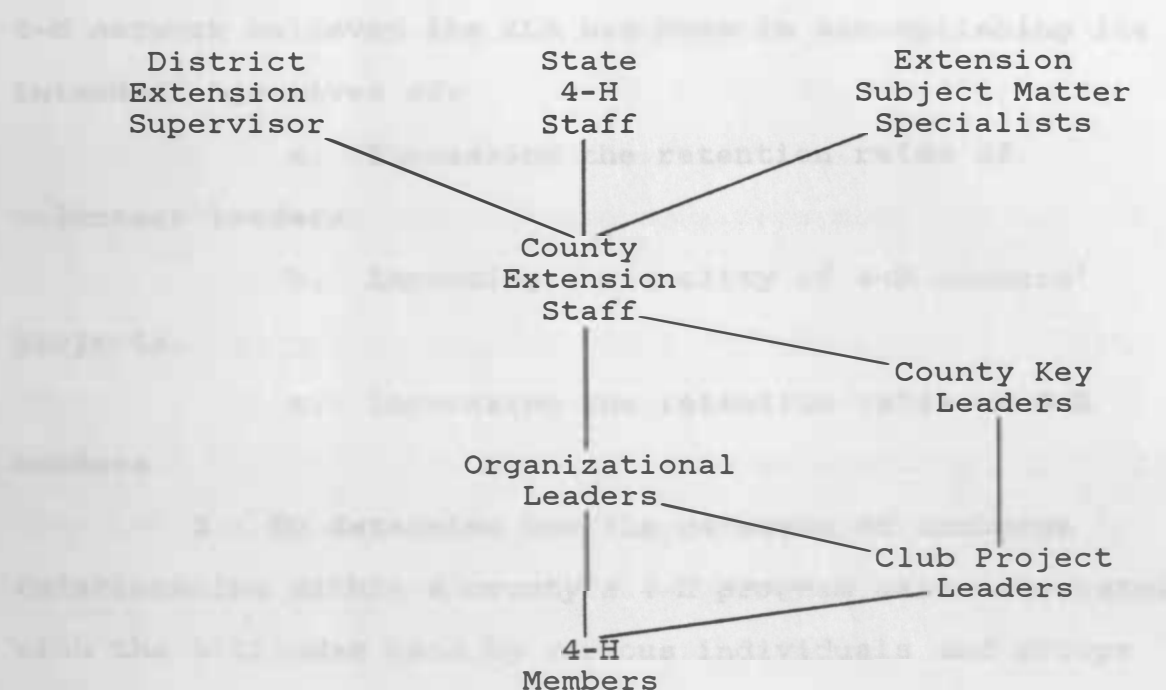


Figure 2. County-level 4-H Organizational Structure Under the Key Leader System.

depicted in Figure 2.

B. Objectives of the Study.

The central objective of this study was to analyze the exchange relationships between the CESs, ORGs, KEYs, PROs, and MBRs in South Dakota whose counties were at various phases of implementing the KLS. Other related

objectives included the following:

1. To determine how exchange relations were associated with the CESS' and ORGs' implementation of the KLS.

2. To determine how effective the members of the 4-H network believed the KLS has been in accomplishing its intended objectives of:

- a. Increasing the retention rates of volunteer leaders.

- b. Improving the quality of 4-H members' projects.

- c. Increasing the retention rates of 4-H members.

3. To determine how the networks of exchange relationships within a county's 4-H program were associated with the attitudes held by various individuals and groups toward the KLS.

In order to accomplish these goals, both quantitative and qualitative methods were used. The quantitative methods involved the use of survey data and ribbon placings from the South Dakota State Fair.

Interviews provided the researcher with qualitative data.

CHAPTER II. REVIEW OF THE VOLUNTARY ASSOCIATIONS

LITERATURE

A. Levels of Organizational Analysis.

The study of an organization may be conducted on a number of different levels (Blau, 1965; Blau, 1974). First, individual roles may be studied to note the attitudes individual members hold and the behaviors they perform which pertain to the organization's function. Second, the structures of social relationships may be analyzed. These consist of the networks of social relationships that exist between the individuals and groups in an organization. Finally, the attributes of the organization itself may be examined. The attributes, which describe an organization, are derived from the social processes found in that organization. Examples of the organizational level include the relation between the personnel and supervisory policies and the interaction among workers. The present study focused primarily on the second level of organizational analysis.

Blau (1954:530) maintains that "the established ways of the group (or structure) come to have value in and of themselves." An important characteristic of group behavior is the persistence of these established ways. Despite the persistence of established ways, organizations are

constantly in the process of change. Some changes further the attainment of organizational objectives while other changes hinder it. Flexibility is a necessity for organizations. Rigidity may be very disadvantageous (Blau, 1956).

B. Characteristics of Volunteers.

A "volunteer" was defined by Smith (1981:22) as:

"an individual engaging in behavior that is not bio-socially determined (e.g., eating, sleeping), nor economically necessitated (e.g., paid work, housework, home repair), nor socio-politically compelled (e.g., paying one's taxes, clothing oneself before appearing in public), but rather that is essentially (primarily) motivated by the expectation of psychic benefits of some kind as a result of activities that have a market value greater than any remuneration received for such activities."

Voluntary association implies "voluntary recruitment, voluntary participation, and voluntary departure" (Meister, 1974:14).

There are a number of social and demographic variables characteristic of volunteers which have been changing over time. Research has shown that these variables affect participation in voluntary organizations. Some of these include social class, occupation, ethnicity, education, gender, age, marital status, and residence.

1. Social Class, Occupation, Ethnicity, and Education.

Volunteering is related to those in higher income categories and higher occupational position categories. People who work for pay are more likely to volunteer than are those who work as homemakers or are unemployed. A 1983 Gallop survey found that 76 percent of the people in professional and business occupations served in volunteer activities. That compares with 51 percent of clerical and sales workers, 63 percent of farmers, and 48 percent of unskilled workers (Voluntary Action Leadership, 1984).

Race is also related to volunteer activity. Whites have traditionally volunteered more frequently in formal volunteer settings whereas non-whites volunteer more frequently in informal settings. Although the percentages of white and non-white volunteers have remained unchanged between 1981 and 1983, more non-whites reported working as volunteers in 1983 than in a similar 1974 survey (Voluntary Action Leadership, 1984).

Pollock (1982) found that voluntary involvement in instrumental, political groups is associated with significantly lower levels of alienation. Voluntary participation in social, non-political organizations serves to integrate individuals into both social and political life. Lowered alienation and increased integration have been found for individuals who participate in instrumental, political or in social, non-political groups regardless of their social class. Nevertheless, these effects are enjoyed

primarily by higher socio-economic status since lower socio-economic status groups are under-represented in voluntary organizations (Perrow, 1964).

An issue that has risen regarding the role of social status on voluntary organization participation involves "status inconsistency." Socio-economic status is frequently based on a number of variables. Verba & Nie (1972) list educational level, amount of income, and occupation as the components of social status. When there is inconsistency among these three variables, people may be treated as having a status other than the one they perceive themselves as having. For example, if an individual has high status in educational attainment but low occupational status, that person's statuses are inconsistent. Or, if the status ascribed to an individual at birth is different than that which he or she achieves in life, status is inconsistent. People with inconsistent statuses tend to think of themselves in terms of the highest status and expect others to do the same. People who come in contact with others with inconsistent status have a vested interest in treating them in terms of their lowest status (Lanski, 1966).

Lanski (1956) offered a number of hypotheses regarding the voluntary participation of people with inconsistent statuses. He believed that status inconsistencies are more frequently non-participants in voluntary relationships or in voluntary organizations than

are status consistents. This is because they are more likely to experience disturbing interaction in social relationships than are status consistents. Lenski's hypotheses were tested by Wiener (1980) and found to have a high degree of validity. The largest proportion of interpersonal relationships within voluntary organizations are between status consistents.

In 1983, Extension Agents from 315 counties nationwide reported that about 11 percent of their volunteers were of ethnic or minority racial background. Black volunteers accounted for between zero and 70 percent of the total Extension volunteer force in the various counties. Over one-third of all the 315 counties reported that at least 20 percent of their volunteers were Black. Hispanic volunteers accounted for between zero and 90 percent of the total Extension volunteers. The range in percent from other ethnic groups in the various counties was zero to 88 percent (Focus on Volunteers, 1984).

Individuals with post-high school education maintain more affiliations, drop fewer affiliations, and tend to add more affiliations over time than do individuals with no post-high school education (McPherson & Lockwood, 1980).

2. Gender.

Gustafson, Booth, & Johnson (1979) compared rates of voluntary organization participation between men and women

in five different countries: the United States, Great Britain, Germany, Italy, and Mexico. They noted that differences in voluntary organization participation rates between men and women was related to higher participation of men in trade and labor unions. In economic and political organizations, excluding labor unions, the difference in participation rates between men and women was small (3% to 10%). They also found only a small difference (about 10%) in participation rates favoring men in social, charitable, and religious organizations.

Most surveys in the United States indicate that men have historically belonged to more voluntary organizations than have women (Scott, 1957; Babchuk & Booth, 1969). However, women have contributed a greater amount of time to volunteer activities than have men. Changes in the number of volunteer activities have been noted for both men and women. Volunteer activity is not the primary domain of middle-age, middle-class women as is commonly thought (Gidron, 1980).

A Gallop poll in 1983 noted an overall increase in volunteering from 52 percent of the adult population in 1981 to 55 percent in 1983. However, the poll included all forms of volunteer work and did not limit it to involvement in voluntary organizations. Most of this increase was accounted for by an increase in the number of male volunteers. Between 1981 and 1983, male volunteering

increased from 47 percent to 53 percent of all adult males. The percent of the female population who worked as volunteers remained the same at 56 percent (Voluntary Action Leadership, 1984).

Women tend to be over-represented in expressive organizations (recreational and social clubs, religious and community welfare groups) and under-represented in instrumental organizations (economic and political organizations). The difference in involvement by type of voluntary organizations may be due to general cultural definitions of appropriate gender role behavior (Hausknecht, 1962).

Booth (1972) has suggested that there may be differences in the skill level needed for participation in certain types of voluntary organizations. Skills associated with being in the labor force are not as important for recruitment in instrumental associations. Cross-cultural studies indicate that having developed a skill in the labor force benefits men more than women. As a result, women will be more likely to participate in instrumental groups (Curtis, 1971).

In a survey of 315 counties around the nation, Extension Agents estimated working with about twice as many female as with male volunteers. There was, however, an extremely wide range in the percent of volunteers by gender in the various counties. The percent of women volunteers

ranged from 18 percent to 94 percent of all Extension volunteers. The percent of women across programs ranged from 25 percent of the agricultural volunteers to 90 percent of the home economics, 41 percent of the resource development, and 65 percent of the 4-H volunteers (Focus on Volunteers, 1984).

3. Age.

The research literature is inconsistent regarding the age variable. Babchuk & Booth (1969) found that the age group 40 to 59 has the highest rate of voluntary group affiliation. McPherson & Lockwood (1980) found the 30 to 49 age group most affiliated. The age groups showing the greatest increase in their number of affiliations over time occurred for those less than 40 years of age.

By 1983, most volunteers fell in to the 25 to 49 year age group. The elderly (65 years old and over) were the least likely to volunteer. A Gallop survey noted that between 1981 and 1983, the elderly volunteer rate had declined. This was due in part to the fact that the elderly were asked to volunteer less often than they had in the past ("1983 Gallop survey on volunteering", 1984).

Extension Agents in 1983 estimated that 70 percent of their volunteers were between the ages of 20 and 65. About 15 percent were under age 20 and 15 percent were over age 65. A wide range of ages for volunteers was reported by

Extension Agents in the various counties around the nation. The estimated percent of volunteers over age 65 ranged from one to 67 percent. The of percent of 14 to 20 year old volunteers ranged from less than one percent to 65 percent of all the Extension volunteers per county (Focus on Volunteers, 1984).

4. Marital Status.

The research literature is not consistent regarding the effects of marital status on voluntary group participation. Married persons tend to be members of voluntary groups more often than single, widowed, separated, or divorced persons (Babchuk & Booth, 1969). McPherson & Lockwood (1980) found that this did not always hold true. Married and single people added very few new affiliations over time. There was a tendency for divorced, widowed, and separated to add a large number of memberships over time.

5. Residence.

McPherson & Lockwood (1980) noted that farm dwellers had both the largest number as well as the largest net gain over time of voluntary group affiliations. People living in cities of 50,000 and over had the largest turnover or net loss in the number of affiliations. Babchuk & Booth (1969) found no significant relationship between community size and the number of voluntary group affiliations.

C. Motivation for Volunteerism.

Why do people participate in voluntary organizations? Three approaches have been offered to account for volunteerism. These include the mediation hypothesis, altruism, and exchange theory.

The mediation hypothesis suggests that modern political and social conditions have alienating consequences. People feel isolated, powerless, and estranged. Voluntary organizations serve as mediators between individuals and the remote controllers of their lives such as "the Government" or "the Economy" or "the Bureaucracy" (Berger & Neuhaus, 1977). Voluntary organizations play a special role by providing settings where individuals may regain a sense of control over their own lives once more (Kornhauser, 1969). There are two views among mediation theorists as to how organizations serve as mediators. The first deals with social alienation. The second deals with political alienation.

First, social activity may be the essential mediating characteristic of organizations. Voluntary associations provide surrogates for primary relationships and allow members to make concerted decisions, broaden their world views, and experience a sense of control and predictability in their lives. LaCour (1977) noted that volunteering is a social act. Recruitment through newspaper, radio, and

television appeals are rarely successful. Personal referral by friends is the most effective technique. Volunteering is an act of social conformity rather than an individual act.

Second, voluntary organizations serve as a forum of political discussion which socializes members into a political life. Members are able to discuss the political issues germane to the life of their organization and learn the basics of democratic ways of making decisions. Pollock (1982) found that involvement in voluntary political groups was associated with lower levels of political alienation. Involvement in voluntary social groups was associated with lower levels of social and political alienation. Thus, there may be validity to both versions of the mediation hypothesis.

The second approach to volunteer motivation is altruism. Smith (1981:23) defines "altruism" as the degree to which:

"an individual derives intrinsic satisfaction or psychic rewards from attempting to optimize the intrinsic satisfaction of one or more other persons without the conscious expectation of participating in an exchange relationship whereby those others would be obligated to make similar/related satisfaction optimization efforts in return."

In a study of altruistic behavior, Kemper (1980) found that only 20 percent of American adults are likely to engage in an altruistic act when the opportunity is presented to them.

Most volunteer activity is the result of many causes with altruism being only one variable among many (Smith, 1981). Thus, altruism is a meaningful variable, but does not serve as a complete explanation for voluntary action.

A third approach to volunteer motivation is exchange theory. Exchange theory extends beyond altruism as an explanation for participation in voluntary organizations. Sills (1957) was one of the first to suggest that volunteers have both other- and self-oriented motivations. People volunteer not only to help others (altruism), but for a variety of personal reasons like social interaction, status acquisition, finding variety in life, personal development, and learning new skills. Volunteer work brings about rewards for volunteers. Rewards tend to be expected by volunteers for their work. These expectations are different for different volunteers. The rewards expected by volunteers tend to reflect their particular needs at a specific age or in a certain work situation (Gidron, 1980).

Commonly used in the study of turnover and absenteeism of paid workers is Lawler's (1973) Expectancy Model. This model, based on Exchange Theory, may be adapted to studies of volunteer organizations. According to Lawler's model, individuals expect to receive certain rewards from the work they do. During the course of working, the individual's expectations may or may not be met. The rewards may or may not meet the worker's original

expectations. The degree to which the received rewards meet or exceed the worker's expected rewards determine the worker's decision to stay with the organization or leave it.

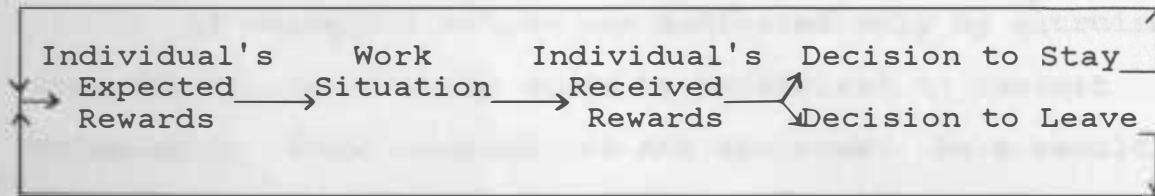


Figure 3. Lawler's Expectancy Model (Lawler, 1973).

See Figure 3.

Gidron (1978) tested this model and drew the following conclusions. Volunteers held certain expectations for rewards pertaining to learning, self-development, and social interaction. The volunteers' ages affected the type of rewards they expected. Young volunteers saw their volunteer activities as a link to their future careers. Elderly volunteers saw their volunteer activities as a link to their past careers. Volunteers who stayed the longest in a volunteer organization were those who either originally expected the rewards offered or who changed their expectations to meet the rewards offered. Those whose expectations were not met dropped out of the volunteer organization after an initial trial period.

Using a model akin to Lawler's Expectancy Model, Rutledge (1984) surveyed 4-H volunteers in North Carolina. He used a 41-item summated rating scale to measure job-facet

satisfaction and retention of the 4-H volunteers. Rutledge found that both job satisfaction and retention of these volunteers was related to actually receiving the rewards they had expected to receive.

If volunteer action was motivated only by altruism, then appeals to altruism would be sufficient to recruit volunteers. Such, however, is not the case. As a result, it is important to discuss incentives for recruiting volunteers (Smith, 1981). There are a number of different types of incentives. Clark & Wilson (1961) listed three types of incentives: material, solidary, and purposive. Material incentives include tangible rewards such as goods, services, and equivalents. Solidary incentives are interpersonal rewards of different kinds such as fellowship, friendship, and prestige. Purposive incentives are intrinsic, intangible rewards that result from the feeling that one is contributing to a larger purpose, helping achieve a valued goal, or being a means to some valued end. Smith's (1981) definition of a volunteer stated above on page 12 includes only purposive incentives. The definition of "volunteer" should include material and solidary incentives as well.

Gidron (1980) listed a number of intrinsic and extrinsic incentives. These are outlined in Appendix A. Note that they fit the material, solidary, and purposive types.

Eleven suggestions have been offered by McClelland (1965) as a means of increasing motivation in volunteer organizations. First, the more reasons volunteers have to believe that they should develop a motive in the program, the more likely they are to do so. Second, volunteers must feel that their involvement is consistent with the demands of reality and reason. Third, volunteers will be more highly motivated if their definitions of motivation are clearly consistent with that of the program. Fourth, there must be a clear link between the program's actions and the volunteer. Fifth, the motivation of a program must be linked to events in the volunteer's everyday life. Sixth, volunteers must perceive and experience new motivation as an improvement in current cultural values. Seventh, volunteers should achieve concrete program goals that also relate to their own lives. Eighth, they should keep records of progress toward their goals. Ninth, the atmosphere of orientation should be warm, honest, and supportive. Volunteers should be respected as people who can guide and direct their own future behavior. Tenth, orientation should dramatize self-study and lift it out of the routine of everyday life. Finally, motivation is more likely to increase and persist if the new motive is a sign of membership in a new reference group. McClelland's list includes ways to develop and improve both solidary and purposive incentives.

Acceptance of leadership roles in voluntary organizations is dependent upon the incentives the roles offer. Leadership roles in paid-position organizations are rewarded by a higher salary, increased autonomy, less tedious work, increased clerical assistance, and more status symbols (such as a private office). In voluntary organizations, those holding leadership positions receive few, if any, of these incentives. Rather, the volunteer's work and responsibility is increased by accepting leadership roles. When volunteers have little to gain and much to lose by assuming leadership, it is in the interest of the member to maintain a rank-and-file role. The incentive for leadership roles may lie in the motives the rank-and-file volunteers attribute to their leaders. Paid leaders are viewed by their subordinates as having accepted the leadership position for personal gain only. Volunteer leaders are viewed by their subordinates as having accepted the position for selfless, altruistic reasons. Volunteers reward their leaders with influence and prestige in return for taking on the burden of leadership roles (Pearce, 1980).

D. Maintenance of Voluntary Organizations.

Having recruited volunteers, what factors in a voluntary organization allow it to maintain a high level of volunteer participation without a high rate of turnover?

McPherson & Lockwood (1980) suggested that tenure may, to a

large degree, be related to the "opportunity structure" in the organization. Reasons for dropping out of an organization may have more to do with the volunteer's experiences in the organization than with the characteristics of the volunteer himself. Tenure is an issue of organizational structure.

LaCour (1977) outlined some of the factors of organizational structure which may affect membership retention. Organizations may be "tall" or "flat." They may have a very long chain-of-command, or they may have a very short one. In "flat" voluntary organizations, where the chain of command is shorter, control is more centralized. In "tall" voluntary organizations, control is often more diffuse. As a result of diffuse control, volunteers may find themselves in an equivocal situation. That is, they are not sure what is expected of them, who is in charge, and what are the organizational goals. Equivocality diminishes the sense of reward volunteers derive from their work. The diminution of rewards has a negative effect on volunteer retention.

On the other hand, diffuse control found in "tall" organizations could lead to a greater sense of personal control. Equivocality may provide volunteers with a greater opportunity to "personalize" their work, to define their own objectives, and establish their own network of relationships. This, too, could enhance rewards and

volunteer retention rates. No research to substantiate this idea was found in the literature.

Many volunteer programs become bureaucratic in their organizational structure. As volunteers' roles become formalized, their job satisfaction and the organizational climate may both improve. At the same time, formalization affects the amount of direct supervision or rule enforcement and work role constraint (the range of activities the member may perform without the need for permission from supervisors). Both rule enforcement and work role constraint are detrimental to job satisfaction and organizational climate (Zeitz, 1984). Volunteer organizations tend to become professionalized. The domination of volunteers by paid professionals may be detrimental to volunteer retention (Ross, 1976).

Although there is a growing body of research literature pertaining to volunteerism, a number of inconsistencies, alternative explanations, and information gaps exist. Whereas personal, individual factors (such as age and gender) complement an understanding volunteerism, the literature seems to suggest that structural factors are more salient. Especially important to the present study was the use of exchange theory as a motivation for volunteerism. The literature reviewed above served as part of the basis for hypotheses formulation and discussion of the findings in the study.

CHAPTER III. THEORETICAL ORIENTATION: EXCHANGE NETWORK ANALYSIS

A. Rationale for the Selection of Exchange Network Analysis.

A network of relationships exists between the individuals and groups in county-level 4-H programs. Community members and parents of MBRs volunteer as 4-H leaders hoping to make a contribution to the program as well as to derive benefits or rewards from having participated as a volunteer leader. There are relatively few extrinsic benefits provided in the 4-H program. Those that do exist are in the form of recognition pins. Intrinsic benefits serve as the primary rewards available to volunteer leaders.

Rutledge (1984) surveyed 133 4-H volunteers in North Carolina to determine which aspects of their volunteer activities served as "satisfiers" and which ones served as "dissatisfiers." Ninety-seven percent of the volunteers found "the opportunity to provide an important service to young people" to be a satisfier. Other satisfiers included "the opportunity to become a better person as a result of volunteer work" (93.4%), "the quality of relationships with other volunteers" (91.7%), "opportunity to develop new skills and abilities" (90.9%), "opportunity to use your abilities" (87.6%), and "the quality of relationships with

your agent" (87.4%).

Examples of dissatisfiers included "extent to which parents of 4-H'ers support you in your job" (36.8%), "opportunity to receive adequate training to carry out your volunteer duties" (14.9%), and "the degree to which the children you work with behave themselves" (12.3%).

The types of satisfiers and dissatisfiers noted by Rutledge suggest that benefits or rewards result largely from the relationships which are developed with the County Extension Staff (CES), other leaders, 4-H members (MBRs), and the parents of MBRs. Some exchange is necessary in the relationships in this network of people if each is to derive the benefits they expect. Absence of these rewards, such as lack of parental support, strained relationships, and misbehaving children, serve as disincentives. The exchange of benefits and/or disincentives in the relationships which exist in the 4-H network may very well affect the retention of volunteer leaders.

If the organizational structure of the 4-H program is altered, the relationships between the individuals and groups will be affected. As a result, there could be shifts in the relationships through which the network members obtain rewards. Rewards may increase as a result of forming new relationships with network members or they may decrease as a result of losing relationships with network members. Thus, a change in the 4-H organizational structure may

potentially have an impact on the volunteers' satisfaction level, their attitudes toward the organizational structure, and their retention plans.

Exchange network analysis was selected as the theoretical perspective with which to study the effects of structural change on the 4-H network. It attempts to analyze social groups as networks. Exchange network analysis bases interpersonal relationships on exchange -- the value of rewards transmitted between two or more actors. It is these concepts which seem to be most meaningful for the present study.

B. Historical Background of Exchange Network Analysis.

Exchange theory has developed along two separate and distinct traditions. On the one hand, the French "collectivistic orientation" stems from the social exchange theories of Marcel Mauss (1925) and Claude Levi-Strauss (1949). This orientation was opposed to placing a central emphasis on autonomous, individualistic self-interests, wishes, and desires as the motivating force in social action. It emphasizes instead the contribution of social processes on corporate existence in groups and in society (Ekeh, 1974).

The second tradition along which exchange theory has developed is the British and American "individualistic orientation." Exemplar of this approach is George C. Homans

and his use of economics and behavioral psychology. Ekeh (1974) places both Peter M. Blau and Richard M. Emerson in this orientation. It should be noted that at the time of Ekeh's writing, Emerson's work secured him a place in the individualistic orientation. Since that time, however Emerson's work has shifted to incorporate components of both orientations (Emerson, 1982).

Emerson's recent work serves to bridge the gap between the collectivist and individualist orientations within exchange theory. With his development of exchange network analysis, Richard M. Emerson has also bridged a paradigmatic gap between exchange theory and network theory. Exchange theory had been introduced to American sociology by George C. Homans in 1961 with his Social Behavior, Its Elementary Forms. Homans used Skinnerian operant psychology as the basis for understanding human social behavior. Network analysis, on the other hand, began as an anthropological research method. Network analysis was initially used by anthropologists such as Barnes (1954), Bott (1957), and Whitten (1965).

Emerson laid the basis for exchange network analysis in 1962 with an article appearing in the American Sociological Review entitled "Power-Dependence Relations." In that article, he described the reciprocal nature of power and dependence in dyadic relationships. Emerson's most thorough description of exchange network analysis was

included in Joseph Berger, et al (1972) Sociological Theories in Progress. In this volume, Emerson elaborated on the psychological basis for exchange relations (in Part I) and the principles of exchange relations and networks (in Part II).

Since the mid-1970's, the work on exchange network analysis by Emerson, his students, and colleagues at the University of Washington has proliferated. Although Emerson died in 1984, exchange network analysis continues to thrive through the work of such researchers as Karen S. Cook (University of Washington), John F. Stolte (Northern Illinois University), and Toshio Yamagishi (Japan).

C. Key Concepts of Exchange Network Analysis.

Exchange network analysis differs from other exchange theories in that the relations between persons is of primary concern rather than the persons themselves. Rather than emphasizing the attributes or particular features of the persons or groups engaged in an exchange relationship, emphasis is placed instead on the contributions of each or the characteristics of the relationship.

Exchange network analysis involves a series of definitions, principles, and corollaries. These are applicable to dyads and to larger networks.

1. The Use of Exchange Network Analysis in Dyads.

Actors may be either persons or corporate groups (designated A, B, etc.). They may act through other actors which serve as agents (designated A-C, etc.). Actors have resources, possessions or behavioral capabilities, which are valued by other actors (designated u, v, w-z, etc.). Resources are not abstract attributes of an actor, but rather an attribute of his relation to other actors. Thus, "Ax:By" would mean: (1) A can perform x and x is valued by B; (2) B can perform y and y is valued by A; and (3) A and B exchange x for y (Emerson, 1981).

Relationships between actors require some degree of mutual dependence. For example, A may need the services offered by B, whereas B may need the money offered by A. Because of their mutual dependence, each actor is able to exercise some degree of control over the other in order that his or her needs may be consistently met. Furthermore, each actor may be in a position to grant or withhold those resources which the other needs. Power results when one actor is able to control the distribution of the other's resources by capitalizing on the other's dependency. Thus, "power resides implicitly in the other's dependency" (Emerson, 1962:32). The power an actor wields in a relationship is not an attribute of the actor. It is a property of the social relation.

a. Power and Dependence.

To demonstrate the relationship between power and dependence, Emerson (1962: 32) offers the following propositions:

"Dependence (Dab). The dependence of actor A upon actor B is (1) directly proportional to A's motivational investment in goals mediated by B, and (2) inversely proportional to the availability of those goals to A outside of the A-B relation."

"Power (Pab). The power of actor A over actor B is the amount of resistance on the part of B which can be potentially overcome by A."

These propositions may be stated using the equation:

$$P_{ab} = D_{ba}$$

where P_{ab} is the amount of power actor A holds over actor B and D_{ba} is the amount of dependence actor B has on actor A. In this equation, the relationship between power and dependence is stated. Actor A's power over actor B is equal to the dependence of actor B on actor A. There is reciprocity in any social relation. The following pair of equations suggest this reciprocity:

$$P_{ab} = D_{ba}$$

$$P_{ba} = D_{ab}$$

where P_{ab} is the amount of power actor A holds over actor B and D_{ba} is the amount of dependence actor B has on actor A. P_{ba} is the amount of power actor B holds over actor A and D_{ab} is the amount of dependence actor A has on actor B.

b. Balance and Imbalance.

In few social relations is the amount of power held by each actor equal. In situations where one actor's power is equal to that of the other, the relationship is balanced. Balance may be stated using the following pair of equations:

$$P_{ab} = D_{ba}$$

$$= \quad =$$

$$P_{ba} = D_{ab}$$

where one actor holds a greater amount of power than the other, the relationship is unbalanced. This relationship may be stated using the following pair of equations:

$$P_{ab} = D_{ba}$$

$$< \quad <$$

$$P_{ba} = D_{ab}$$

The power held by one actor does not cancel out or neutralize the power of the other actor. Emerson (1962) suggested that three features of reciprocal power may be noted. First, one actor may have a power advantage over the other. This is defined as P_{ab} minus P_{ba} . Second, the amount of cohesion in a relationship may be found by the average of D_{ab} and D_{ba} . Finally, because unbalanced relations tend to be unstable, cost reduction and power balancing operations may be used by the actors in unbalanced relations.

c. Cost Reduction.

As one actor attempts to meet the demands of another,

costs are incurred. These costs may be viewed as unacceptable to the actor incurring them. When this happens, the actor will take steps to reduce costs. Frequently, cost reduction becomes a process which involves value (personal, social, economic) changes aimed at reducing the pain involved in meeting the other actor's demands. Cost reduction does not alter the balance or imbalance of a relation, nor does it alleviate the demands one actor places on another. Rather, cost reduction alters how these demands are perceived as a result of value change.

d. Balancing Operations.

In an unbalanced relation, balance may be restored in one of two ways: Dab may be increased or DbA may be decreased. Emerson (1962) suggested four alternatives to accomplish this. These alternatives are described below.

(1). Withdrawal.

DbA may be reduced if actor B reduces motivational investment in the goals mediated by actor A. Actor B is able to reduce actor A's power as he or she becomes less dependent upon actor A. This is accomplished by actor B determining that he does not really have as great a need for the resources which actor A has to offer.

(2). Extension of the Power Network.

Db_a may be reduced if actor B cultivates alternative sources for need gratification. In this instance, the dyadic relationship must be expanded to include another actor. In finding need gratification through a relationship with actor C, actor B is now less dependent on actor A to meet his needs. The result is that actor A's power imbalance over actor B is diminished.

(3). Emergence of Status.

Power balance in a relationship may be cultivated by increasing D_{ab} as actor A increases motivational investment in the goals mediated by actor B. If actor A increases his or her dependency on actor B, actor B's power increases. One way of increasing actor A's dependency on actor B is to increase the status of actor B through forms ranging from ego-gratification to monetary differentials.

Status hierarchies in any group larger than a dyad affect intra-group relations. These relations (say in group A-B-C-D), usually take the form of group-member relations such as (ABCD)-A or (ABCD)-(AB). Such relations may be expressed using the following equations:

$$Pg_{mi} = Dm_{ig}$$

$$Pm_{ig} = Dg_{mi}$$

where Pg_{mi} is the amount of power the group holds over actor(s) m_i and Dm_{ig} is the amount of dependence actor(s) m_i have on the group. Pm_{ig} is the amount of power actor(s) m_i

hold over the group and D_{gmi} is the amount of dependence the group has on actor(s) m_i .

(4). Coalition Formation.

D_{ba} may be increased by denying actor A alternative sources for achieving the goals mediated through actor B.

If actors B and C both provide a needed resource for actor A, actor B's power will be increased as he or she and actor C form a coalition against actor A. This, in effect, denies actor A use of an alternative source for achieving his or her goals. The triad coalition would be represented as (BC)-A.

2. Use of Exchange Network Analysis Beyond the Dyad

To this point in the discussion, the use of Exchange Network Analysis has concentrated on dyadic relationships. Two distinctions allow exchange network analysis to extend beyond the dyad. These include the notions of "productive exchange" and "exchange networks" (Emerson, 1976).

It is possible for actors A and B to exchange x (say bread) and y (say cheese) respectively. This is a simple exchange. If, however, actors A and B respectively exchange x and y , then jointly produce and divide z (say a cheese sandwich), a productive exchange takes place. In a productive exchange, items of value are produced through a

value-adding social process. The separate resources of each actor are combined through the social process of a division of labor. What results is a product which may be distributed among the actors, or which may be converted through simple exchange into a more easily divisible medium (like money) and then distributed among the actors.

Exchange network analysis is freed from its dyadic format in that the notion of "productive exchange" is able to accommodate larger numbers of actors. Exchange networks involve three or more actors in a structured exchange system.

a. Exchange Relations in Networks.

The definition of an exchange network involves a number of component parts (Emerson, 1972a). First, an exchange network is comprised of a set of actors holding positions in a group structure. The position an actor holds in an exchange network is defined by his or her location in the network relative to all other actors. All actors with similar locations within the overall structure in the network occupy the same position (Cook, 1982). When exchange networks are graphed (as in Figure 4), a "position" may be defined as a "set of one or more points whose residual graphs are isomorphic" (Emerson, 1981:40). These actors may be individual actors, corporate groups, or a combination of individuals and groups. Second, valued

resources are distributed among all the actors. Third, each actor has a set of exchange opportunities with some or all of the other actors in the network. Fourth, as use is made of exchange opportunities over time, exchange relations are formed. Exchange relations are a subset of exchange opportunities. Some degree of commitment to the relations relative to other potential alternatives is required (Cook & Emerson, 1978). Fifth, a set of network connections link the exchange relations into a single network structure. Sixth, in an exchange network, one exchange relation is contingent upon another. The two dyads A-B and A-C do not necessarily form the exchange network B-A-C simply by having A common to both. An exchange network exists only if A-C is contingent upon A-B.

Exchange relations in an exchange network may be positive, negative, or mixed. A positive exchange network exists when exchange in one relation is contingent upon exchange in the other. If, for example, actor A requires resources from actor B before an interaction is possible with actor C, the exchange is positive (Cook, et al., 1983). A negative exchange network exists when exchange in one relation is contingent upon non-exchange in the other. If, for example, actors B and C serve as substitutable sources for actor A, negativity or competition occurs in the network (Cook & Emerson, 1978). In network structures of more than three actors, exchange relations may all be positive, may

all be negative, or may be a combination of positive and negative. In such cases, the exchange network is defined as being positive, negative, or mixed respectively. Mixed exchange networks are probably the most common variety.

Exchange networks may be displayed diagrammatically. Each capital letter represents a position and the numerical subscript represents actors or occupants of these positions. The lines connecting the capital letters represent exchange opportunities which, through continued exchange of resources and mutual profitability to the actors, may become exchange relations. Solid lines represent the more profitable exchange opportunities. The broken lines represent the less profitable exchange opportunities. Only the solid lines will emerge as exchange relations. A variety of examples of

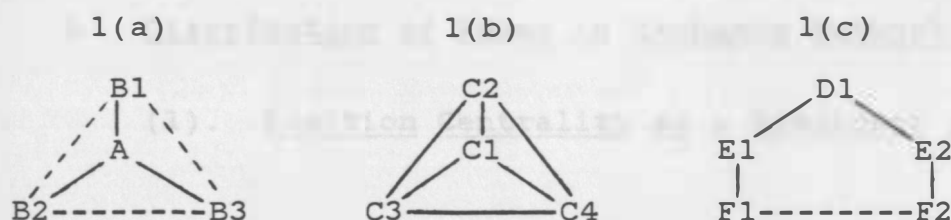


Figure 4. Examples of exchange networks.

exchange network diagrams are provided in Figure 4.

In exchange network 1(a), there are four actors and two positions. Actor A maintains exchange relations with B1, B2, and B3. Although exchange opportunities exist between the three actors in the B-position, they have not

been routinized to become exchange relations. Because A holds monopolistic control over the resource(s) of value in position B, the diagram represents a negative exchange network. Power is not balanced between the actors. Actor A is more powerful than those actors in position B.

In exchange network 1(b), there are four actors and one position. Exchange relations exist between all four actors. Power is balanced between all of the actors.

In exchange network 1(c), there are five actors and three positions. Actor D1 maintains exchange relations with both E1 and E2 who, in turn, maintain relations with F1 and F2 respectively. Although an exchange opportunity exists between F1 and F2, no such exchange opportunity exists between E1 and E2.

b. Distribution of Power in Exchange Networks.

(1). Position Centrality as a Predictor of Power.

In laboratory studies, power in positive exchange networks has been found to be a function position centrality (Cook & Emerson, 1978). Non-laboratory studies yield the same results (Emerson, 1982; Laumann & Pappi, 1973; Marsden & Laumann, 1977). Certain positions in an exchange network provide its occupant with a greater access to the sources of valued resources. Because of the centrality of his or her

position, the actor is less dependent upon (hence, more powerful than) any of the other exchange partners.

Diagrams 1(a) and 1(b) of Figure 4 serve to illustrate the notion of position centrality. In a laboratory study conducted by Cook & Emerson (1978), the occupants of positions C_i were given equal access to each other as shown in diagram 1(b). Under this condition, no power differences emerged. When, as is shown in diagram 1(a), A was given direct access to B_i but B_i were not given as much access to each other, A was less dependent on B_i than B_i was on A. As a result, A emerged more powerful than B_i. These results could have been predicted equally as well by Cook & Emerson using the Position Centrality principles or using the Power-Dependence principles as described on page 35.

(2.) Power-Dependence as a Predictor of Power.

In a similar laboratory study using negative exchange networks with a larger number of positions, Cook, et al.(1983) found results which differed with the Position Centrality predictions. Position Centrality predictions regarding the distribution of power in these exchange networks were not as accurate as Power-Dependence predictions. Position Centrality principles were shown not to be applicable in negative exchange networks. Because of

the successfulness in prediction, the Power-Dependence principles were extended beyond the dyadic relationship to include an entire exchange network. The extension of Power-Dependence principles is the concept of vulnerability.

(3). Vulnerability as a Predictor of Power.

The vulnerability in a graph may be determined by removing a given point or line. The residual graph (with parts removed) may then be compared with the parent graph (all parts intact) to determine the points of weakness or impaired flow of resources. Such comparisons provide a measure of a network's dependence on each position. This process is termed Reduction in Maximum Flow (RMF).

Cook, et al. (1983) point out that in a negative exchange network, vulnerability (using the RMF method) is able to locate the point of maximum network-wide power or minimum dependence. The analysis of vulnerability has led to the Decentralization Principle which states:

"Negatively connected networks tend to form into systems organized around multiple foci of power, each of which is both (a) a point where valued resources accumulate, and (b) a point toward which other actors are drawn as relatively dependent exchange partners" (Cook & Emerson, 1984:8).

The discussion to this point has been concerned with negative exchange networks. When positive exchange networks are considered, a second principle is added to the

Decentralization Principle. It states:

"In positively connected networks, power tends to concentrate in centrally located positions" (Cook & Emerson, 1984:9).

This is the Position Centrality Principle discussed on page 43.

c. Formation of Commitment in Exchange Networks.

For a group to have relative longevity, some degree of social bonding or group commitment must be established. Stated in exchange terms, commitment is:

(the) "tendency for one actor to continue to engage in exchange with another actor even though the network opportunity structure provides the focal actor access to alternative exchange relations" (Cook & Emerson, 1984:10).

As two actors in an exchange relation maintain access to alternative sources, they minimize their level of mutual dependence. Commitment, on the other hand, tends to reduce access to alternative sources, thus maximizing the level of mutual dependence. Having increased mutual dependence, equality of power is enhanced.

Two variables have been noted as stimulants of commitment formation. These include: (1) power imbalance in an exchange network and (2) uncertainty in the search for exchange partners. Cook & Emerson (1978) found that commitment will form in a power imbalance exchange relation

in such a way so as to promote power-balance. Furthermore, they found that commitment formation in negative exchange networks varied directly with uncertainty in the search for exchange partners. Commitment formation served to reduce uncertainty.

D. Summary of Exchange Network Analysis' Theoretical Propositions.

1. The amount of power actor A holds over actor B is directly related to actor B's dependence on actor A.
2. In exchange relations, actors strive for a balance of power.
3. Power in positive exchange networks (where exchange in one relation is contingent upon exchange in another relation) is a function of being centrally located in the network.
4. Power in negative exchange networks (where exchange in one relation is contingent upon non-exchange in another relation) is a function of an actor's accumulation of valued resources.
5. Commitment promotes balance of power and reduction of uncertainty in exchange relations.

These theoretical propositions are applicable to an analysis of the exchange networks in a voluntary organization. They form the theoretical basis on which hypotheses may be formulated to test exchange network

analysis in a voluntary organization.

E. Hypotheses and Definitions.

1. Objective 1: Exchange Relations and the Implementation of the Key Leader System.

Although the State 4-H Staff may strongly encourage the CES to implement the KLS, the decision to do so is voluntary. What factors are associated with the CESs decision to use the KLS? As paid professionals, the CES receive material incentives to maintain thriving, quality 4-H programs in their counties. They receive a monthly salary and, sometimes, annual raises. They also receive promotions and merit pay based on their performance. Nevertheless, material incentives rarely serve as motivators to improve performance. Rather, the lack of material rewards serve only as disincentives. Other rewards in a job such as the presence of prestige and relationships serve to improve performance (Herzberg, et al, 1959). These are examples of the solidary and purposive incentives as described by Clark & Wilson, 1961.

Solidary incentives would include the exchange relations enjoyed by the CES with the volunteer leaders. Emerson (1972a) suggests that exchange relations develop when actors, perceiving the value of the resources held by

other actors, engage in exchanges over time. Those relations which provide the more valued resources to the actor will be maintained and nurtured. Other relations from which fewer rewards are derived will not be nurtured.

Exchange opportunities exist for the County Extension Staff (CES) with the Organizational Leaders (ORGs), Key Leaders (KEYs), Project Leaders (PROs), and 4-H members (MBRs). The exchange opportunities possible for the

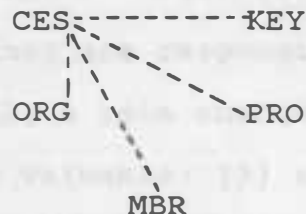


Figure 5. Exchange opportunities possible for the CES.

CES are depicted in Figure 5.

As the CES is in the process of deciding the degree to which he or she will implement the KLS, an assessment of the exchange relations occurs. If establishing the position of KEY means a relation which the CES perceives as providing solidary incentives, he or she may be favorably disposed toward the KLS. It would therefore follow that...

Hypothesis 1: Implementation of the KLS by the CES in their counties is associated with their perceived value of rewards in the exchange relations with the KEYs.

"Implementation of the KLS by the CESs" is defined

as having appointed at least four KEYs to disseminate information in a project area to the PROs in the county. "Perceived rewarding exchange relations" are defined by (1) a decrease in the amount of time the CES is required to spend on 4-H matters. The average Extension agent spends 20 to 40 percent of his or her time working with volunteers (Steele, 1984). According to visits the State 4-H Staff have had with the CESs, the CESs would prefer to reduce their 4-H time commitment in order to devote attention to other areas for which they are responsible. Other definitions include: (2) a role change which the CES him- or herself perceives as valuable; (3) a belief that the MBR retention rate will increase as a result of the KLS; (4) a belief that the quality of MBRs' projects will improve as a result of the KLS; and (5) a belief that the volunteer leader retention rate will increase as a result of the KLS.

Just as the implementation of the KLS by the CESs for their counties is voluntary, so too is the implementation of the KLS by the ORGs in their clubs voluntary. Exchange opportunities exist for the ORGs with the CESs, KEYs, PROs, and MBRs. These exchange opportunities are depicted in Figure 6.

The ORG must assess the exchange relations which are possible while in the process of deciding whether or not to appoint PROs. A favorable disposition toward appointing PROs may come as he or she recognizes the potential for

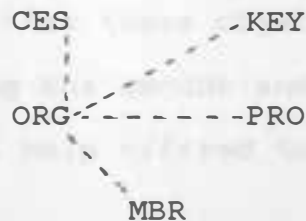


Figure 6. Exchange opportunities possible for the ORG.

perceived rewards in his or her relations. Thus,...

Hypothesis 2: Implementation of the KLS by the ORGs in their clubs is associated with the perceived value of rewards in the exchange relations with the PROs.

"Implementation of the KLS by the ORGs" is defined as having appointed PROs to disseminate information and assist the MBRs in the club with their projects. "Perceived rewarding exchange relations" are defined as: (1) a role change which the ORG perceives as valuable; (2) a belief that the MBR retention rate will increase as a result of the KLS; (3) a belief that the quality of MBRs' projects will improve as a result of the KLS; and (4) a close working relationship with the PROs.

2. Objective 2: Exchange Relations and Accomplishment of Key Leader Systems's Objectives.

The objectives of the KLS were to increase the retention of volunteer leaders, to increase the retention of the MBRs, and to improve the quality of MBRs' projects. The

State 4-H Staff assumed that these objectives could be accomplished by improving the amount and quality of information and personal help offered to the MBRs.

a. Rewarding Exchange Relations and the Retention of Volunteer Leaders.

Since voluntary organizations are rarely able to provide material incentives to the volunteers, the volunteer is able to receive only solidary and purposive incentives. The volunteers' incentives are usually limited to rewarding experiences with co-volunteers and clients and to the sense of having made an important contribution to the organization. Rewarding experiences in an organization serve as incentives for further retention in that organization (McPherson & Lockwood, 1980). If the rewarding experiences the volunteer enjoyed with co-volunteers and clients is diminished or eliminated, it is altogether possible that his or her retention potential is limited.

Prior to the KLS, the ORG maintained an exchange relation with the CES and the MBRs. Figure 7 depicts a county-level 4-H program with one CES member serving two 4-H clubs. Each club is composed of one ORG and three MBRs.

In the CES-ORG dyads, the CESs offered legitimacy, information, and materials to the ORGs. In exchange, the CESs needs the ORGs to provide leadership and assistance to the many MBRs in the county. A relative balance of power

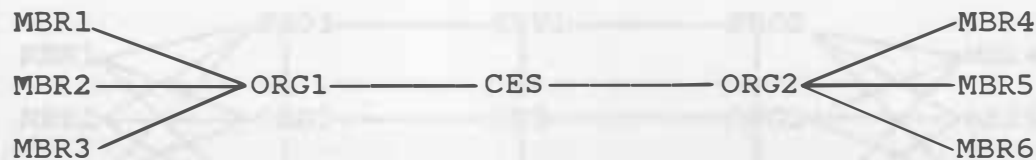


Figure 7. Exchange relations existent prior to the implementation of the KLS.

existed in the exchange relations between the CESs and the ORGs. Both held a resource valued by the other. In the CES-MBR dyads, the ORGs offered information and assistance to the MBRs. In exchange, the MBRs provided prestige, a sense of purpose, and a sense of accomplishment to the ORGs. The CES's role was both to provide project information and general administration to the ORGs. The ORGs' role was to provide the same two services to the MBRs.

Under the KLS, additional relationships are added to the network depicted in Figure 7. Figure 8 illustrates the exchange relations existent under the KLS. This Figure depicts a county-level 4-H program where one CES member serves two 4-H clubs and has appointed two KEYs. Each club has an ORG, three MBRs, and two ORG-appointed PROs. Each PRO is being trained by his or her respective KEY.

Under the KLS, both the CES's and ORGs' roles have changed from that of teacher/administrator to simply that of administrator. The KEYs and the PROs have taken the role of teacher. The number of exchange relations under the KLS has substantially increased. The CESs and KEYs exchange

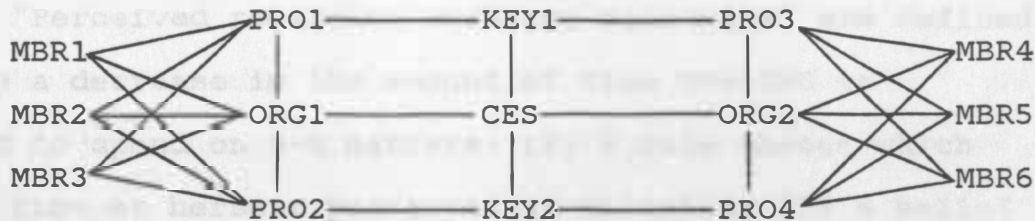


Figure 8. Exchange relations existent under the KLS.

teaching responsibility for legitimacy. The ORGs and PROs also exchange teaching responsibility for legitimacy. The KEYS and PROs exchange information for prestige, a sense of contributing to a greater cause, and a sense of accomplishment. The same valued resources are exchanged by the CESSs and the ORGs. The ORGs offer administrative assistance to the MBRs and the PROs offer information assistance to the MBRs. This is exchanged for prestige, a sense of contributing to a greater cause, and a sense of accomplishment.

In each case, the resource offered by one actor to another must be perceived by the receiver as being valuable. Thus, it would follow that...

Hypothesis 3: The more rewarding are the exchange relations, as perceived by the volunteer leaders, between themselves and the other actors in the network, the greater will be the ORG retention plans.

"Retention plans" are defined as a volunteer leader's stated intent to serve at least one more year in the present position.

"Perceived rewarding exchange relations" are defined as: (1) a decrease in the amount of time the ORG is required to spend on 4-H matters; (2) a role change which the ORG him- or herself perceives as valuable; (3) a belief that the MBR retention rate will increase as a result of the KLS; and (4) a belief that the quality of MBRs' projects will improve as a result of the KLS.

b. Power in Exchange Networks and Retention of Volunteer Leaders.

The KLS was intended to be a positive exchange network. Nevertheless, the potential exists for it to become a mixed if not a negative exchange network. It is possible, for example, that the MBRs would select exchange with one of the PROs rather than with their ORG. In such a case, exchange with a PRO would be contingent upon non-exchange with the ORG. A 4-H program on either the county-level or on the club-level which contains networks of negative exchange relations may be detrimental to the satisfaction of the volunteer leaders. This could, in turn, affect the retention of volunteer leaders.

According to Cook & Emerson (1984), in a positive exchange network, the Centralization Principle applies. In a negative exchange network, the Decentralization Principle applies. Under the Centralization Principle, the actor most centrally located in a network, with the greatest number of

exchange relations would hold the most power. Under either the traditional system (see Figure 1) or under the KLS (see Figure 2), the most powerful actor in the network would be the CES. The next most powerful actor would be the ORG. Power is maintained by the CES either by not appointing KEYs (hence, no competition for exchange of valued resources) or by maintaining a cooperative relationship with the KEYs. Power is maintained by the ORG either by not appointing PROs (again, no competition for exchange of valued resources) or by maintaining a cooperative relationship with the PROs.

Under the Decentralization Principle, there are multiple foci of power. Powerful actors are those who accumulate valued resources and who draw relatively dependent exchange partners. KEYs and PROs serve as potential candidates since they offer competition for valued resources to the CESs and ORGs respectively. Under the traditional 4-H system, the ORGs had no alternative sources to obtain the resources offered by the CESs. The MBRs had no alternative sources for the valued resources offered by the ORGs. The KLS initiates the potential for KEYs to threaten the unilateral monopoly favoring the CES in the CES-ORG exchange relation. PROs serve as a threat to the unilateral monopoly in the ORG-MBR exchange relation. Thus, it follows that...

Hypothesis 4: PROs' power is inversely related to ORGs' retention plans.

"Retention plans" are defined as a volunteer leader's stated intent to serve at least one more year in the present position. It is assumed that the PROs' increased power could lead to a usurping of the valued resources in the ORGs' exchange relations with the MBRs. This would result in strained relationships between the PROs and the ORGs. Thus, "PROs' power" is measured by the number of activities in which the PROs are engaged in the club. It is assumed that the more activities in which the PROs engage with the MBRs, the more the MBRs will rely on the PROs for help rather than the ORGs.

Clubs with a large number of MBRs increase the chances of a larger number of project areas represented. It would be virtually impossible for a club to have a PRO available to assist the MBRs in every project area. As a result, the ORG would still be called upon to assist MBRs with their projects even though there are PROs appointed in the club. Larger clubs would enhance a positive exchange network. It would therefore follow that...

Hypothesis 5: The number of MBRs in a 4-H club is directly related to the ORGs' retention plans.

Because of the overwhelming task of assisting all the MBRs in all of their project areas, it would also follow that...

Hypothesis 6: The number of MBRs in a 4-H club is

directly related to the number of PROs appointed in that club.

c. Commitment in Exchange Networks and Retention of 4-H Members.

Over time, the number of youth involved in 4-H clubs in South Dakota has diminished at a faster rate than the diminution of the number of youth in the general population. The State 4-H Office attributes this decline to the drawing power of the plethora of activities offered by other organizations. Youth today are offered a vast variety of activities in which they may participate. These activities range from extracurricular school activities to church-, community-, and extension service-sponsored activities. Each activity provides its own benefits or rewards and its own demand for commitment. With such a variety of activities from which to choose, how can a 4-H club account for its MBRs' commitment?

Cook & Emerson (1984) point out that commitment results as access to alternative sources of valued exchanges are reduced. The reduction of alternative sources leads to increased mutual dependence and thus to equality of power. McPherson & Lockwood (1980) found that participation in voluntary organizations is higher among rural people than it is among urban people. Although no information could be found to suggest that there are more voluntary organizations

in rural than in urban areas, McPherson & Lockwood's work would suggest that commitment to voluntary organizations may be higher in rural areas. One would expect that higher levels of commitment to 4-H would be associated with increased retention plans. Thus, it would follow that...

Hypothesis 7: The more rural the MBRs' residence, the greater the retention plans.

3. Objective 3: Exchange Relations and Attitudes Toward the Key Leader System.

The CESSs and ORGs may initially see benefits with the KLS and appoint KEYs and PROs only to discover later that the benefits they were expecting through the exchange relations did not materialize. On the other hand, the CESSs and ORGs may initially have been skeptical about the KLS. As a result, KEYs and PROs were not appointed. Over time, the results of other counties which had implemented the KLS may have been noted by the CESSs and the ORGs in the counties which had not implemented the KLS. In either case, the experiences which the CESSs and ORGs have with the KLS will affect their attitudes toward it. It would therefore follow that..

Hypothesis 8: The more rewarding are the exchange relations, as perceived by the volunteer leaders and the CES between themselves and the other members in the network, the more positive will be

their attitude toward the KLS.

"Attitude toward the KLS" is defined as one's stated desire for the continued use or disuse of the KLS by the State 4-H Office and by their own local 4-H programs.

"Perceived rewarding exchange relations" are defined as: (1) a decrease in the amount of time the CESs and ORGs are required to spend on 4-H matters; (2) a role change which the CESs and ORGs themselves perceive as valuable; (3) a belief that the MBR retention rate will increase as a result of the KLS; (4) a belief that the quality of MBRs' projects will improve as a result of the KLS; and (5) a "close working relationship" with other members in the network.

CHAPTER IV. RESEARCH DESIGN

Data for this research was collected in three segments. First, a survey was mailed to the County Extension Staff and to a random sample of volunteer leaders and MBRs on December 1, 1984. These were returned between December 10, 1984 and April 1, 1985. Second, follow-up interviews were conducted with pre-selected groups of the County Extension Staff, volunteer leaders and 4-H members between August 21, 1985 and October 31, 1985. The instruments, pre-test procedures, sampling methods, return rates, and respondent characteristics are described below. Third, the number of ribbons awarded at the South Dakota State Fair was collected by of ribbon color by county for 1981 and 1984. State Fair data was used to see if the KLS was related to increases in the number of exhibitors and changes in color of ribbon awards.

A. The 4-H Leadership Survey.

1. The Instrument.

An extensive survey was designed to measure various facets of the attitudes, actions, and backgrounds of the County Extension Staff (CES), volunteer leaders, and MBRs. Each survey included a brief set of instructions and a definitions section. Respondents were asked to complete the

survey and return it using an enclosed, postage-paid, self-addressed envelope. Appendices B through F include the "4-H Leadership Survey" forms for the County Extension Staff (CES), Organizational Leaders (ORGs), Key Leaders (KEYs), Project Leaders (PROs) (PROs), and 4-H members (MBRs) respectively.

2. Pre-test.

In order to enhance the "4-H Leadership Survey" forms' ability to be read, understood, and computer scored, a pre-test was conducted. A local county was selected as the site for the pretest based on its proximity. From this county, one 4-H club was selected by that county's CESs based on the large number of MBRs and volunteer leaders in the club. The club consisted of two ORGs, three PROs, and 12 MBRs. Two of the three CESs and two KEYs other than those in the club completed the survey as well. After completing the survey, each respondent made verbal and written responses about the survey. Their work was timed to assure that no more than 30 minutes would be required to complete the survey.

Based on the written and verbal responses of those 22 persons, each form of the survey was amended. An initial scoring key for each form was developed in order to test the ability to computer score the various forms of the survey. Because of the low N of the pretest, no statistics were

generated.

3. Selection of Respondents.

Because of the diversity of the 66 counties in South Dakota, it was determined that a sample should be drawn from each county. There were usually about two CESs and eight KEYs in each county. Forms were provided to all CESs and KEYs in each county.

As of 1983, there were 22,390 MBRs and 4,125 volunteer leaders involved in 4-H in the state. In order to obtain a sample selection for a confidence level of 95% (+ or - 5%), it was determined that a minimum of 378 MBRs and 352 volunteer leaders would need to be sampled state-wide. These figures were obtained from a Confidence Level Sample Selection Table. Assuming that the return rate would be less than 100%, it was decided to over-sample each group. This was especially necessary if as many of the counties as possible were to be represented in the survey. As a result, 122 surveys were sent to the CESs. Five hundred four surveys were provided to the KEYs. A total of 162 ORG-Forms, 293 PRO-Forms, and 1798 MBR-Forms were sent to 4-H clubs around the state.

Sending so large a number of individual surveys was cost-prohibitive. As a result, it was decided to send a package of survey forms to a number of 4-H clubs in each county for distribution. The package was to consist of

enough forms for all of the ORGs, PROs, and MBRs in each club. In November 1984, the CESSs from each county were asked to provide the names of each 4-H club in their counties, the names of the ORGs of these clubs to whom the package of surveys should be sent, and the number of PROs and MBRs in each club. All of the counties responded. The number of 4-H clubs in each county ranged from four clubs in sparsely populated counties to 46 in more densely populated counties. The number of ORGs was usually one or two. Although very few of the counties provided the number of PROs in each club, the number of PROs, when designated, ranged from zero to three or four. This problem will be discussed more fully in a later section. The number of MBRs in each club ranged from two to 31.

Having obtained the information on the 4-H clubs in each county, each club was assigned a number. Using a computer program, numbers were selected at random. Those clubs whose numbers corresponded to the random numbers selected by the computer were selected to be included in the survey.

Once the clubs had been selected for the survey, packages of forms were prepared and mailed to the ORGs of these clubs. The number of volunteer leaders and MBRs provided by the CESSs was used to determine the number of the various survey forms to be included in each package. Because of the uncertainty in the number of PROs in each

club and in order to maximize the number of PRO-Forms of the survey returned, two PRO-Forms of the survey were sent in each package for each ORG-Form of the survey sent when the CESs had not indicated the number of PROs in a given club.

Packages of surveys were sent to approximately 25% of all of the 4-H clubs in each county. At least two packages of surveys were sent to every county, including those with very few 4-H clubs.

4. Return Rates.

By the end of February 1985, the number of surveys being returned began to drop off. A follow-up letter was sent on March 1, 1985 to each of the participants thanking those who had returned their survey forms and urging those who had not returned theirs to please do so. This served to bring in several more surveys. By April 1, 1985, no more surveys were received. A total of 90 CES-Forms, 205 KEY-Forms, 75 ORG-Forms, 68 PRO-Forms, and 665 MBR-Forms of the survey were returned completed.

The number of surveys returned accounted for a substantial sample of the total population in each group. Nearly 75 percent of the total CESs were sampled. Over eight percent of the volunteer leaders and nearly three percent of the MBRs were sampled. This exceeded the number needed for the 95 percent confidence level.

Can the sample be considered to be representative of

the population? How different are the respondents from the non-respondents? To answer these questions, the respondents must be compared with what is known of the general populations. About 39 percent of all the 4-H volunteer leaders in the state are male and 61 percent are female. Of the volunteer leader respondent sample, 22 percent were male and 78 percent were female. Thus, the males in the respondent sample were somewhat under-represented and the females were over-represented.

More is known about the population of the 4-H members. Table 1 compares the MBR population and the respondent sample by age, sex, residence, and number of years in 4-H. The sample was a relatively close representation of the population by sex. Areas somewhat under-represented were the younger MBRs (age and years in 4-H) and city youth.

B. The Interviews.

1. The Instrument.

Whereas the survey was designed primarily to yield information on the attitudes, actions, and backgrounds of the CES, volunteer leaders, and MBRs, the interview was designed to yield information on the relationships between these groups of people. Interviews were conducted both in group settings and on an individual basis. When a group

Table 1. Characteristics of 4-H Member Population and Sample.

Item	% of 4-H Member Population	% of 4-H Member Respondent Sample
<u>Residence</u>		
Farm	49%	71.7%
Rural non-farm plus towns under 10,000	30%	26.0%
Cities 10,000 or more	21%	2.3%
<u>Age</u>		
8-9 years	26%	16.9%
10-12 years	34%	34.7%
13-15 years	28%	32.3%
16-19 years	12%	15.2%
<u>Sex</u>		
Males	43.72%	43.7%
Females	56.28%	56.3%
<u>Years in 4-H</u>		
1st year	35%	16.4%
2nd and 3rd years	29%	28.8%
4th and 5th year	16%	25.6%
6th, 7th, and 8th year	15%	21.3%
9th or more year	5%	7.9%

setting was used, one of the researchers discussed the preliminary survey results and solicited discussion from the group members. The second researcher observed and took notes on group comments, participation, and dynamics. A copy of the preliminary survey results was distributed to each interview group member for them to keep.

When individual interviews were conducted, a form was used to structure the interview. Each form included

some demographic background as well as an opportunity for the interviewee to describe the type and frequency of contacts he or she had with others in the 4-H program. The interview forms were designed to be completed by the interviewer during the actual interview sessions. Appendices G through K include the "4-H Leadership Interview" forms for the CES, ORG, KEY, PRO, and MBR respectively.

2. Pretest.

The various interview forms were pretested for their ability to be understood by the interviewee and for their ability to be computer scored. A local county was selected as the site for the pretest based on its proximity. These interviews were timed to assure that no more than one hour would be required to complete the individual interview sessions. Based on the responses of the interviewees, the interview forms were amended.

3. Selection of Interviewees.

In June 1985, the 4-H Leadership Committee met to review the results of the initial survey. The committee was comprised of five volunteer leaders, two CESs, a State 4-H Office Extension Youth Specialist, and the researcher. Based on the committee's review, five counties were selected in which the Key Leader System was working well and five

counties in which the Key Leader System was not to be working.

Criteria used to determine those counties in which the Key Leader System was working included the following eight items:

1. County Extension Staff indicated that they were using the Key Leader System in their counties.
2. County Extension Staff intended to maintain or expand the Key Leader System in their counties.
3. County Extension Staff had selected four or more Key Leaders.
4. Organizational Leaders had selected one or more Project Leaders.
5. Organizational Leaders were using Project Leaders in one or more ways.
6. Organizational Leaders intended to maintain or expand the Key Leader System in their clubs.
7. Key Leaders intended to serve in that position again next year.
8. Project Leaders intended to serve in that position again next year.

The criteria used to define those counties in which the Key Leader System was not working included the following eight items:

1. County Extension Staff indicated that they were not using the Key Leader System in their counties.

2. County Extension Staff intended to drop all or parts of the Key Leader System in their counties.
3. County Extension Staff had selected less than four Key Leaders.
4. Organizational Leaders had selected zero Project Leaders.
5. Organizational Leaders were not using Project Leaders.
6. Organizational Leaders intended to drop all or parts of the Key Leader System from their clubs.
7. Key Leaders did not intend to serve in that position again next year.
8. Project Leaders did not intend to serve in that position again next year.

In no county did the criteria fit perfectly. The criteria were designed as "ideal types" used for the sole purpose of selecting counties to conduct interviews. Letters were sent on behalf of the State 4-H Office to the CESs in the counties selected by the 4-H Leadership Committee. They were asked to cooperate with the researcher in selecting MBRs and volunteer leaders to interview on site. Although the CESs in five of the counties did not chose to cooperate with the interviews, five responded with a willingness to cooperate. Replacement counties were not selected because the 4-H Leadership Committee believed that the five who did respond were representative of the degrees

of implementation of the Key Leader System around the state. Two of these counties were counties where the KLS was working; three of them were counties where the KLS was not working. They represented east-river and west-river counties as well as counties with an urban center and those without an urban center.

Other than the interviews with CES, volunteer leaders, and MBRs, formal and informal interviews were conducted with state- and district-level extension staff. These included the acting Dean of the College of Agriculture and Biological Sciences, an Extension Program Leader, two District Supervisors, five Subject Matter Specialists, and the six members of the State 4-H Staff.

4. Response Rate.

It was originally anticipated that 37 interviews would be conducted in each county. These would include eight ORG interviews, eight KEY interviews, eight PRO interviews, and eight MBR interviews. There were to be two CESs interviews in each county. The total number of interviews anticipated in the ten counties would have been 370. These numbers were selected so that statistical tests could be computed. Because the number of counties, and hence the number of interviewees, was less than that required for statistical analysis, no statistical tests other than calculations of frequencies and percentages were

used. The number of interviews by type which were conducted

Table 2. Number of Interviews Conducted by Type.

Type of Interview	Number of Interviews Conducted	
	Counties where KLS is working	Counties where KLS is not working
CES	4	6
ORG	4	16
KEY	4	8
PRO	2	1
MBR	0	4

are listed on Table 2.

C. Statistical Tests.

Throughout this study, relationships between variables were sought. Since most of the variables were either nominal or ordinal, relationships between variables were tested using cross-tabulations. To test for statistical significance between the variables, a Chi-square

test was used. A Phi test was used with the Chi-square as a test for strength of the relationship. When the expected frequency of one or more of the cells in a cross-tabulation was less than five, a Fisher's Exact Test for Probability was used in place of the Chi-square. When the Fisher's Exact Test was used, the Kendall's tau-B was calculated as a test for strength of a relationship.

The data collected on the number of ribbons awarded by color by county at the South Dakota State Fair was interval in nature. To compare between groups, a t-test was used. The t-test was also used with other interval data as needed. All statistics were calculated using SAS on the computer. Because of the nature of the study, an alpha level of .05 was selected.

D. Selection of Variables.

A wide variety of variables was included on the "4-H Leadership Survey." These variables were selected because it was determined that they would be among those the CESs and volunteer leaders held as rewards or benefits of their 4-H work and of the KLS. Two methods were used to determine which items to include on the survey.

The first method of assessing what the CESs and volunteer leaders held as rewards or benefits was to use the information collected by the State 4-H Staff. The State 4-H Staff is responsible to provide coordination for the 4-H

program statewide and to provide training to new CESs about 4-H programs. Their work affords them opportunity to travel around the state and communicate with a vast number of the people involved in 4-H. As a result of their contacts around the state, the State 4-H Staff accumulated much information about what the CESs and volunteer leaders held as benefits of their 4-H work and of the KLS.

A second method of determining what the CESs and volunteer leaders find rewarding about their 4-H work was to obtain research literature on the subject. For example, Rutledge (1984) surveyed volunteer leaders to assess their job satisfaction. He found that benefits included such items as developing relationships with others involved in 4-H and helping MBRs gain new skills and abilities.

Whereas these two methods were useful in determining which items should be included on the survey as measures of rewards in exchange relations, the following method was used to assess how well they coincided with in-state survey results. The CES-Form and each of the volunteer leaders' forms included open-ended questions asking what the respondents believed to be the benefits and costs of their 4-H involvement. They were also asked what they held to be the benefits and costs of the KLS.

The following variables were determined to be among the most important benefits or rewards which may be derived by implementing the KLS: (1) a decrease in the amount of

time the CESs are required to spend on 4-H matters rather than on other responsibilities; (2) an increase in the volunteer leader retention rate; (3) an increase in the MBR retention rate; (4) an improvement in the quality of MBRs' projects; (5) enhanced "working relationships" with others involved in 4-H; and (6) role changes which are perceived by the individual as favorable. These variables served as measures to test the hypotheses.

CHAPTER V. FINDINGS

A. Background Characteristics of the Survey Respondents.

1. County Extension Staff.

Of the 122 CES-Forms of the survey mailed to the County Extension Staff (CES) of 90 were returned. All of them had been completed. This represented a 73.8 percent return rate and a 73.8 percent completion rate. There were 51 County Agents and 39 Extension Home Economists who responded to the survey. Their ages ranged from 22 years to 58 years with an average age of 36.7 years for the County Agents and 33.6 years for the Extension Home Economists. These average ages were very similar to those of all CESs around the state. According to the Cooperative Extension Service Office at South Dakota State University, the average age of County Agents was 38 years. The average age of Home Economists was 35 years. The average ages of the sample group were only slightly below those of the total population.

The number of years the respondents reported as having served in the Cooperative Extension Service ranged from 1 to 32 years. However, 52.0 percent of the County Agents and 48.7 percent of the Extension Home Economists had held these positions for 5 years or less. The average

number of years in their positions as County Agents and Extension Home Economists was 9.1 years and 8.6 years respectively.

2. County Key Leaders.

Of the 504 KEY-Forms of the survey mailed to the CESs for distribution to their respective Key Leaders (KEYs), 206 were returned and 205 had been completed. This provided a 40.9 percent return rate and a 40.7 percent completion rate.

About 94.4 percent of the KEYs served in the eight major project areas. KEYs served in the project areas of Clothing (26.3%), Foods & Nutrition (19.2%), Horse (14.6%), Beef (12.6%), Horticulture (7.6%), Sheep (6.1%), Home Environment (5.6%), and Photography (5.6%). The remaining 5.6 percent served in other project areas for which the State 4-H Office had not provided specific training.

The most frequent occupation of the KEYs was homemaker (52.7%). This was followed by farmer (16.9%), rancher (9.0%), and school teacher (3.0%). Nearly all of the KEYs (95.1%) had completed high school and over one-quarter (26.8%) had completed a four-year college degree. The most common college major for those completing college was Home Economics Education (20.0%). This was followed by Elementary Education (13.8%), Animal Science (11.2%), Nursing (7.5%), and Business (6.2%). The ages of the KEYs

ranged from 21 years to 68 years. Over 93.6 percent of the KEYS were married.

3. Organizational Leaders.

There were 162 ORG-Forms of the survey provided to 133 4-H clubs around the state. Of these, 77 were returned and 75 were returned completed. This yielded a rate of return of 47.5 percent and a rate of completion of 46.3 percent for the Organizational Leaders (ORGs).

4. Club Project Leaders.

Of the 293 surveys mailed to the ORGs of 133 4-H clubs around the state, 68 were returned completed and 33 were returned non-completed by the Project Leaders (PROs). This yields a 34.5 percent rate of return and a 23.2 percent rate of completion. The PROs who responded to the survey represented each of the seven project areas: Clothing (25.6%), Beef (23.2%), Foods & Nutrition (18.6%), Horse (14.0%), Photography (7.0%), Sheep (7.0%), and Horticulture (4.6%). Thirty-three (48.5%) of the PROs reported that they are responsible for more than one project area. Of these, the second project area for which they were responsible was: Foods & Nutrition (15.2%), Horse (6.1%), Clothing (3.0%), Horticulture (3.0%), Photography (3.0%), and Sheep (3.0%). Although Home Environment was another official project area for which the State 4-H Office had provided Key Leader

training, it is unknown how many PROs assist in that area. That was due to a misprint on the survey forms. Another 66 percent stated that they were responsible for some other project area such as Arts & Crafts, Automotive, Dairy, Dog, Rabbits, or Swine. Twenty-five (36.8%) of the PROs did not report the project areas for which they hold responsibility in their clubs.

Over 91 percent of the PROs had completed high school. Thirteen percent were college graduates. Most of the PROs (83.8%) were females. The predominant occupations of the PROs were homemaker (53.8%), farmer (15.4%), secretary (9.2%), rancher (6.2%), and school teacher (3.1%). The ages of the PROs ranged from 14 to 74 with an average age of 38.4 years. Ninety-four percent of the PROs were married.

5. 4-H Members.

There were 1,798 MBR-Forms sent to the ORGs of 133 4-H clubs around the state of South Dakota. Of these, 657 returned completed forms and 42 returned non-completed forms. This yielded a return rate of 38.9 percent and a completion rate of 36.5 percent for the 4-H members (MBRs).

Over 71.7 percent of the MBRs reside on farms. An additional 19.0 percent live in small towns with less than 2,500 people. The remaining MBRs live either in towns with populations between 2,500 and 9,999 people (7.0%) or in

cities with populations over 10,000 people (2.3%). The sex of the MBRs was 56.3 percent female and 43.7 percent male. Their ages ranged between seven years and 19 years with an average of 12.3 years. Although the number of years which the MBRs reported being in 4-H ranged from zero to 13, nearly half of them (45.2%) had been in the program only three years or less. The average number of years in 4-H was 4.2 years. The sizes of the clubs from which the MBRs reported coming ranged from two members to 40 members. The average club size was 16.3 members.

B. Objective 1: Exchange Relations and Implementation of the Key Leader System.

1. Hypothesis 1: Implementation of the KLS by the CESs in their counties is associated with the perceived value of rewards in the exchange relations with the KEYS.

Although each county usually employs at least two CESs (a County Agent and an Extension Home Economist), there are a number of instances where two counties share a Home Economist. When the CESs were asked how many KEYS have been appointed in their respective counties, only six counties had agreement between the Agent and the Home Economist. In all of the other counties, there was a disparity between the number of appointed KEYS as reported by the Agent and by the Home Economist.

When this disparity was discussed with the CESs

during an interview in one of the counties, they stated that each of them worked with certain project areas and that each of them would therefore be responsible to appoint KEYs in his or her own respective project areas of responsibility. Thus, they pointed out that, while the disparity may point out communication problems between the County Agent and the Home Economist, it was not inconceivable that such a disparity would exist. They also pointed out that there is general uncertainty around the state as to what constitutes a "Key Leader." For example, is a KEY a person who has been officially appointed by a CES? Is he or she a person who has received training at one of the KEY training sessions sponsored by the State 4-H Office and Extension Subject Matter Specialists? Is the KEY a person who serves only in one of the eight project areas suggested by the State 4-H Office?

The State 4-H Office works with the CESs in their efforts to implement the KLS in their counties. The State 4-H Office views counties which are beginning to implement the KLS as those which have officially appointed at least four KEYs. Those who are not implementing the KLS have less than four KEYs. "Four" was chosen as the quantity of KEYs representing initial implementation of the KLS because KEY training was initially offered by the State 4-H Staff in only four project areas. For the purpose of consistency, the same definitions of "implementation of the KLS" was

adopted for this report. "Implementation" is defined as having appointed four or more KEYs. "Non-implementation" is defined as having appointed less than four KEYs.

There were five items which defined "perceived rewarding exchange relations." Each of these items will be discussed below as they related to the CESSs' implementation of the KLS.

(1) Amount of time required to be spent on 4-H matters.

In order to determine how much time the CESSs spent on 4-H matters, they were asked the following two questions on the survey:

During the course of a month, how many hours do you now spend working with each of the following persons under the 4-H Key Leader System?

Key Leaders

Project Leaders

Organizational Leaders

4-H Members

Others (Please specify)

During the course of a month, how many hours did you spend in the past working with each of the following persons before the 4-H Key Leader system was initiated?

Organizational Leaders

4-H Members

Others (Please specify)

These questions are included on page 219 of the CES-Form of the 4-H Leadership Survey in Appendix B.

The KLS has not significantly changed the number of hours per month which the non-KLS CESs spent with people on 4-H related matters. For them, the number of hours per month spent with 4-H related people has dropped by only .04 hours, from an average of 18.71 hours to an average of 18.67 hours. This drop is not statistically significant ($t=-0.145$; $df=47$; $p=.88$). See Table 3.

Despite the fact that the number of hours per month which the non-KLS-CESs spent with ORGs decreased from 9.00 hours to 6.23 hours after the initiation of the KLS, the difference was not statistically significant ($t=-1.368$; $df=89$; $p=.18$). The same was true for the number of hours per month the non-KLS CES spent with the MBRs. Although the number of hours per month non-KLS CESs spent with MBRs decreased from 9.38 hours to 7.14 hours, the difference was not statistically significant ($t=-1.124$; $df=47$; $p=.27$). Any decline in the total number of hours per month which the non-KLS CESs spent with the ORGs and MBRs was offset by adding an average of 2.30 hours per month with KEYs and 2.04 hours per month with PROs. Thus, there were no significant differences between the number of hours per month the non-KLS CESs spent with 4-H related people before the initiation

Table 3. Average number of hours per month KLS-CESs and non-KLS-CESs spent with 4-H people.

Person or Group With Whom Time is Spent	Average Number of Hours Per Month CESSs Spent With 4-H People						t	df	p
	non-KLS CESSs			KLS CESSs					
	N	\bar{x}	sd	N	\bar{x}	sd			
	Before Initiation of KLS:								
ORG	21	9.00	9.57	54	7.99	7.44	0.716	73	.48
MBR	21	9.38	7.42	54	9.07	11.15	0.116	73	.91
TOT HRS	21	18.71	16.16	51	17.18	18.98	0.326	70	.74
After Initiation of KLS:									
KEY	27	2.30	2.30	58	3.83	4.78	-1.993	83	.05
PRO	28	2.04	2.69	58	3.05	5.18	-1.198	84	.23
ORG	28	6.23	8.26	58	7.76	8.27	-0.710	84	.48
MBR	28	7.14	6.49	55	10.97	14.42	-1.695	84	.09
TOT HRS	27	18.67	16.79	56	24.20	24.08	-1.212	70	.23

of the KLS (\bar{x} =18.71 hours per month) and after the initiation of the KLS (\bar{x} =18.67 hours per month).

For the KLS CESs, there has been an increase in the number of hours per month spent with 4-H related people. They reported spending an average of 17.18 hours per month with 4-H related people prior to the initiation of the KLS. After it was implemented, they spent an average of 24.20 hours per month with them. The increase of 7.02 hours per month is statistically significant (t =2.093; df =110; p =.04).

As was true with the non-KLS CESs, the KLS CESs did

not experience any statistically significant changes in the number of hours per month they spent with ORGs and MBRs. There was only a slight decrease in the amount of time spent with ORGs as a result of implementing the KLS from 7.99 hours to 7.76 hours ($t=.186$; $df=218$; $p=.85$). There was a statistically insignificant increase in the number of hours per month they spent with MBRs as a result of implementing the KLS from 9.07 hours to 10.97 hours ($t=.780$; $df=110$; $p=.44$).

There was a difference between the non-KLS CESs and the KLS CESs in the amount of time they spent with the various groups of 4-H related people. The average number of hours per month the non-KLS CESs spent with KEYs was 2.3 hours compared with 3.8 hours for the KLS CESs ($t= -1.993$; $df=82.9$; $p=0.05$). The number of hours per month the non-KLS CESs spent with KEYs ranged from 0.0 hours to 8.0 hours. The number of hours per month which the KLS CESs spent with KEYs ranged from 0.0 hours to 28.0 hours.

Despite the fact that the non-KLS CESs have not officially designated volunteer leaders as KEYs in certain project areas for their counties, some of them nevertheless made use of volunteer leaders unofficially in the capacity of KEYs. For example, one volunteer leader stated that although he was "not really a KEY in the Beef project area, the 4-H leaders and members in the county just sorta know that I'm the one in the know -- the one in the county they

can come to when they need help." Because of the differences in understanding what is a KEY, the validity of this finding is in question.

There were no other statistically significant differences in average number of hours per month the two groups of CESs spent with particular groups of 4-H related people either before or after the initiation of the KLS. Furthermore, there were no statistically significant differences between the total number of hours non-KLS CESs and KLS CESs spent with all of the 4-H related people either before or after the implementation of the KLS.

Although the CESs in each county are responsible to provide 4-H programs to their respective constituency, each County Extension Office divides the various 4-H program tasks according to their own personal tastes. When the CESs from one county were asked how they divided the 4-H program responsibilities, they reported that the County Agent was responsible only for assisting with the agricultural projects. The Extension Home Economist, on the other hand, was responsible both for assisting with the non-agricultural projects as well as with the overall program administration. Although the County Agent stated that the administrative responsibility was to be rotated among the CESs in the office, up to that point it had never been rotated. The reason why the Extension Home Economist maintained the time-consuming administrative tasks was explained by the County

Agent (who was incidently also the Office Coordinator!). He stated, "The administrative issues have traditionally fallen to _____ (Home Economist's name) because she has always worked more with the 4-H kids and leaders." As a result, the Extension Home Economist in that county reported a far greater number of total hours per month with 4-H related people. In that county, the Extension Home Economist reported spending 33 hours per month with 4-H before the KLS was initiated and 42 hours per month after it was initiated. By contrast, the County Agent reported spending 30 hours per month with 4-H before the initiation of the KLS and 0 hours after it was initiated!

When the County Agent and Extension Home Economist in another county were interviewed, a different division of responsibilities emerged. The Home Economist was only nominally involved with anything related to 4-H including non-agricultural projects. By contrast the County Agent was personally involved with every aspect of the county's 4-H program. So involved was the County Agent with the program that he was reluctant to appoint KEYs to assist him. During a group interview with a member of the State 4-H Office, that County Agent, and two of that county's non-KLS ORGs, the State 4-H Office member had convinced the ORGs that the KLS could effectively be implemented on both the county- and the club-level. The County Agent was quick to intervene by describing how "unnecessary was this cumbersome new program.

It only served to make the 4-H program more unmanageable. Such programs were only devised by the State 4-H Office to justify their own existence." Needless to say, the ORGs recanted on any beliefs to which they may have been "converted" after the County Agent's remarks. He appeared unwilling to tolerate any attempt to relinquish his centralized authority. In that county, the County Agent logged far more hours per month with 4-H related people than did the Extension Home Economist. This would suggest an inverse relationship between the CES's willingness to implement the KLS and his perceived change in social power.

Overall, the County Agents around the state reported spending more hours per month with 4-H related people than did their Extension Home Economist counterparts. This was especially true in the case of non-KLS CESs. Prior to the initiation of the KLS, non-KLS County Agents spent over twice as many hours with MBRs than did the Extension Home Economists. Whereas the Home Economists averaged 4.99 hours per month with MBRs, the County Agents averaged 11.71 hours per month ($t=2.551$; $df=19$; $p=.02$). See Table 4.

After the initiation of the KLS, the non-KLS County Agents continued to spend more time than the Extension Home Economists with 4-H related people with the exception of KEYs. These County Agents spent an average of four times as many hours per month with PROs than did the Home Economists ($t=2.671$; $df=26$; $p=.02$). They spent an average of two and a

Table 4. Comparison of the Number of Hours per Month CESSs spend with 4-H Related People by Position and Implementation of the KLS.

Person or Group With Whom Time Was Spent	Ave. No. of Hrs/Mo. Spent by						t	df	p
	County Agent			Exten. Home Econ.					
	N	\bar{x}	sd	N	\bar{x}	sd			
By non-KLS-CESs Before Initiation of KLS:									
ORG	14	10.64	10.60	7	5.71	6.55	1.310	19	.20
MBR	14	11.71	7.46	7	4.71	4.99	2.551	19	.02
TOT HRS	14	22.86	17.22	7	10.43	10.42	2.052	19	.06
By non-KLS-CESs After Initiation of KLS:									
KEY	15	2.20	2.04	12	2.42	2.68	-0.232	25	.81
PRO	16	3.00	3.14	12	.75	1.06	2.671	26	.02
ORG	16	8.75	10.16	12	3.08	2.54	2.143	26	.05
MBR	16	9.44	7.02	12	4.08	4.25	2.499	26	.02
TOT HRS	15	25.33	18.66	12	10.33	9.32	2.718	25	.01
By KLS-CESs Before Initiation of KLS:									
ORG	30	8.07	7.81	24	6.67	8.35	0.636	52	.53
MBR	30	11.70	12.56	24	5.79	8.20	2.081	52	.04
TOT HRS	27	21.22	20.60	24	12.63	16.22	1.665	49	.10
By KLS-CESs After Initiation of KLS:									
KEY	32	3.97	5.68	26	3.65	3.47	0.259	56	.80
PRO	32	4.06	6.41	26	1.81	2.70	1.804	56	.07
ORG	32	7.09	6.18	26	8.38	10.37	-0.588	56	.56
MBR	32	13.31	16.92	26	8.08	10.17	1.456	56	.15
TOT HRS	30	26.00	25.72	26	22.12	22.36	0.605	54	.55

half times as many hours per month with ORGs than did the Home Economists ($t=2.143$; $df=26$; $p=.05$). Nearly twice as many hours per month were averaged with the MBRs by the County Agents than by the Extension Home Economists

($t=2.499$; $df=26$; $p=.02$). Overall, the non-KLS County Agents spent about two and a half times as many hours per month with 4-H related people than did the non-KLS Home Economists ($t=2.718$; $df=25$; $p=.01$).

(b) Perceived role change.

It was expected that if a CES anticipated a favorable role change as a result of implementing the KLS, he or she would be more likely to implement it. If, on the other hand, the anticipated role change was not favorable, the likelihood of implementing the KLS would decrease. In order to determine how the KLS was related to changes in the CESs' roles, the following open-ended question was asked on the survey:

How do you think the Key Leader system has affected your role in the 4-H program?

This item is found on page 218 of the CES-Form of the 4-H Leadership Survey in Appendix B.

To score this item, it was read on each survey form by the researcher in order to note common themes. Five major categories plus a "Miscellaneous" category emerged through this process into which responses could be placed. Although most of the respondents addressed only one theme in their response to this item, a number of them addressed a second theme as well. In this event, both themes were

scored. Each response is independent of the others. That is, a response by a CES in one category does not necessarily imply a non-response in another category. As a result, a Chi-square test was not used to test relationships between

Table 5. Perceived role changes for the non-KLS-CESs and the KLS-CESs.

Role Changes	non-KLS-CESs		KLS-CESs	
	N	%	N	%
No change in role.	9	39.1%	13	26.5%
KLS hasn't "taken off" yet.	5	21.7%	6	12.2%
Decreases 4-H workload for CES.	12	52.2%	21	42.8%
Increases 4-H workload for CES.	2	8.7%	8	16.3%
New role for CES in 4-H is administrative.	3	13.0%	15	30.6%
	N=23		N=49	

the categories. Table 5 lists the results from this item.

Over one-third (39.1%) of the non-KLS CESs reported that they did not anticipate any change in the roles they

played in their counties' 4-H programs. A lower percent (26.5%) of the KLS-CESs reported not having experienced any role changes for themselves in their counties' 4-H programs. Perhaps one reason why no role changes had been observed by the CESs was suggested in an interview with one of the CESs. He pointed out that the KLS, although implemented in his county, "hadn't taken off yet." This was apparently true for at least 21.7 percent of the non-KLS CESs and 12.2 percent of the KLS CESs.

Whereas about nine percent of the non-KLS CESs believed the KLS would increase their 4-H workloads, 52.2 percent believed that it would decrease them. This did not differ significantly from the beliefs of the KLS CESs. For them, 16.3 percent held that their workloads had increased and 42.8 percent maintained that their workloads had decreased as a result of the KLS. Three of the non-KLS CESs believed the new role for CESs in 4-H would be one of administration. This compared with 15 (30.6%) of the KLS CESs who maintained the same belief.

One County Agent who was interviewed explained that he "believed in the KLS in theory" but intended to "wait and see how it worked out in other counties first" before fully implementing it in his own county. He felt that the KLS had the potential to decrease his 4-H workload. If it could do that, he would be pleased. Nevertheless, he had not yet actively sought out and appointed more than two KEYS. These

had been appointed to pacify his District Supervisor. He described himself as "cautious, not wanting to jump into a new way of doing something until it is tried and proven."

To determine how the CESSs felt about the role changes they had reported, they were asked the following question on page 219 of the CES-Form of the 4-H Leadership Survey found in Appendix B.

If you believe your role in the 4-H program has changed as a result of the Key Leader system, how do you feel about this role change?

Since the question was open-ended, the procedure described for categorizing the responses to the previous question was used. A total of eight categories emerged, six of which were reiterations of the responses to the previous question. Thirty-two of the 74 respondents offered affective responses evaluating the role changes they perceived the KLS either would or did bring about. The affective responses to this item are listed on Table 6.

The differences between the non-KLS CESSs and the KLS CESSs were not striking. For the non-KLS CESSs, just under one-half (46.7%) had positive feelings about the KLS and 0.0 percent reported negative feelings about it. For the KLS CESSs, slightly more than half (52.2%) had positive feelings about the KLS and only 2.2 percent reported negative feelings about it. Since the question was open-ended, all responses were independent of each other. If a respondent

Table 6. CESS' Feelings About Perceived Role Changes Associated with the KLS.

Feelings About Role Changes	non-KLS CESSs		KLS CESSs	
	N	%	N	%
Positive Affirmation	7	46.7%	24	52.2%
Negative Affirmation	0	0.0%	1	2.2%
	N=15		N=46	

did not answer the question expressing positive feelings about the KLS, it cannot be assumed that he or she had negative feelings about it.

(c) Member Retention Rates.

CESSs are evaluated by their district supervisors on the results of the work for which they are responsible in their counties. One of the means by which their 4-H programs are evaluated is by the retention rates of MBRs. Maintaining or increasing 4-H membership is especially difficult when many of the rural counties are losing youth of 4-H age. As a result, most CESSs are concerned about MBR retention rates.

In order to determine what effect the CESSs believe the KLS would have on MBR retention rates, the following

question was asked on the CES-Form of the 4-H Leadership Survey. The item may be found on page 219 in Appendix B.

How do you think the system of using County Key Leaders and Project Leaders has affected the retention of 4-H members?

1. It has been a great help in the retention of 4-H members.
2. It has been a moderate help in the retention of 4-H members.
3. It has been a slight help in the retention of 4-H members.
4. It has had no effect on the retention of 4-H members.
5. It has had a harmful effect on the retention of 4-H members.

The response categories for this item were collapsed into two nominal categories. The category "Effective in Retaining MBRs" was comprised of the two categories "Great Help" and "Moderate Help." The category "Not Effective in Retaining MBRs" was made up of the two categories "Slight Help" and "No Effect." The category "Harmful Effect" was deleted because none of the respondents used it. The number of non-KLS CESs and KLS CESs who believed the KLS would be "Effective in Retaining MBRs" or "Not Effective in Retaining MBRs" are listed on Table 7a.

Of the 16 non-KLS CESs who responded to this item, the majority (56.25%) believed that the KLS would have no effect in retaining MBRs in the 4-H program. Of the 74 KLS CESs, 77.03 percent did not believe the KLS would have an

Table 7a. Relationship Between the Implementation of the KLS and CESs' Belief in KLS's Effect on MBR Retention.

Cell N Row % Column %	Effective in Retaining MBRs	Not Effective in Retaining MBRs
non-KLS CESs	7 43.75 29.17	9 56.25 13.64
KLS CESs	17 22.97 70.83	57 77.03 86.36
Fisher's Exact Test $p=.085$ Kendall's tau-B=.180		

effect on 4-H membership retention. There was no statistically significant relationship between implementation of the KLS by the CESs and the CESs' belief that the KLS would enhance retention of MBRs (Fisher's Exact Test (1-tail) $=.085$; Kendall's tau-B $=.180$). The majority of both groups of CESs believed the KLS would not be effective in helping retain MBRs. This is exactly opposite from what the State 4-H Office had intended.

There were no statistically significant differences between implementation of the KLS and the County Agents' belief that the KLS would enhance membership retention. However, there was a significant relationship between these variables for the Extension Home Economists. See Table 7b which lists the results for the Extension Home Economists.

Whereas over 62 percent of the non-KLS Home Economists believed the KLS could be effective in retaining MBRs, only about 13 percent of the KLS Home Economists held this belief. One of the cells on Table 7b contained an expected frequency less than five necessitating the use of Fisher's Exact Test. The relationship between this belief and implementing the KLS was statistically significant (Fisher's

Table 7b. Extension Home Economists' Beliefs About the Effect of the KLS on the Retention of MBRs.

Cell N Row % Column %	Effective in Retaining MBRs	Not Effective in Retaining MBRs
Effective in Retaining MBRs	5 62.50 55.55	3 37.50 10.00
Not Effective in Retaining MBRs	4 12.90 44.45	27 87.10 90.00

Fisher's Exact Test $p=.009$ Kendall's tau-B $=.475$

Exact Test (1-tail) $p=.009$; Kendall's tau-B $=.475$).

(d) Quality of Members' Projects.

Another indicator of a "healthy" 4-H program important to the CESs is the quality of MBRs' projects. Project quality is usually evident in how much the MBRs

learn by doing their projects, in how many projects the MBRs complete and are then able to exhibit at Achievement Days and at the South Dakota State Fair, and in how many awards, ribbons, and trophies the MBRs receive on their projects.

Each of the CESs were asked the following question on the CES-Form of the 4-H Leadership Survey. The question is included on page 219 in Appendix B.

How do you think the system of using County Key Leaders and Project Leaders has affected the quality of 4-H members' projects?

1. It has been a great help to 4-H members' projects.
2. It has been a moderate help to 4-H members' projects.
3. It has been a slight help to 4-H members' projects.
4. It has had no effect on 4-H members' projects.
5. It has had a harmful effect on 4-H members' projects.

Nearly all of the responses to this question were given in the "Moderate Help", "Slight Help", and "No Effect" categories. There were almost no responses in the two extreme categories. The categories were collapsed into two nominal categories. The first category, "Effective in Improving Projects", was made up of "Great Help" and "Moderate Help." The second category, "Not Effective in Improving Projects", was comprised of "Slight Help" and "No

Effect." The category "Harmful Effect" was not included because none of the respondents had marked it. The results

Table 8a. Relationship Between Implementation of KLS and CESs' Belief About KLS's Effect on Improving MBRs' Projects.

Cell N Row % Column %	Effective in Improving Projects	Not Effective in Improving Projects	
non-KLS CESs	10 62.50 20.41	6 37.50 14.63	
KLS CESs	39 52.70 79.59	35 47.30 85.37	
Chi square=.509 df=1 p=.476 Phi=.075			

from this question are listed on Table 8a.

The relationship between the CESs' implementation of the KLS in their counties and their belief in the KLS's effect on improving the projects of the MBRs was not statistically significant (Chi-square=.509; df=1; p=.476; Phi=.075). This was not true, however, for the Extension Home Economists. Eighty-eight percent of the non-KLS Home Economists believed that the KLS would be effective in improving the MBRs' projects compared with 48 percent of the KLS Home Economists who held the same belief. The expected frequency in two of the cells was less than five. As a

result, Fisher's Exact Test was employed. There was a statistically significant relationship between implementing the structure change and the belief that the change would improve the MBRs' projects (Fisher's Exact Test $p=.052$ (1-tail); Kendall's tau-B $=.319$). There was no statistically significant relationship between implementation of the KLS and the County Agents' belief in the KLS's effect on improving the MBRs' projects. The results for the Extension Home Economists is displayed on Table 8b.

Table 8b. Relationship Between Implementation of KLS and Extension Home Economists Belief About the KLS's Effect on Improving MBRs' Projects.

Cell N Row % Column %	Effective in Improving Projects	Not Effective in Improving Projects
non-KLS	7	1
Extension Home Economists	87.50 31.82	12.50 5.88
KLS	15	16
Extension Home Economists	48.39 68.18	51.61 94.12
Fisher's Exact Test $p=.052$		Kendall's Tau-B $=.319$

(e) Volunteer Leader Retention Rates.

MBR retention rates and the quality of MBRs'

projects are two ways by which the CESs evaluate their 4-H programs. A third measure of a county's 4-H program is the turnover of volunteer leaders.

County-level 4-H could not operate without the efforts of volunteer leaders. It is of vital importance for the CESs to recruit and maintain effective volunteer leaders. A shortage of volunteer leaders may mean that 4-H clubs would be forced to dissolve or be forced to merge with other clubs.

One of the CESs interviewed highlighted the importance of maintaining a cadre of strong volunteer leaders. During a membership drive for new 4-H members in the local school system, 24 youths expressed an interest in joining 4-H. Because none of the existing clubs was able to accomodate additional members, and because he was unable to recruit more ORGs, the 24 potential MBRs were unable to join 4-H. Retaining volunteer leaders is important to the CESs!

In order to determine what effect the CESs believed the KLS would have on the retention of volunteer leaders, the following item was included on the CES-Form of the 4-H Leadership Survey. It may be found on page 220 in Appendix B.

How do you think the system of using County Key Leaders and Project Leaders has affected the 4-H program's ability to retain volunteer leaders?

1. It has been a great help in the retention of 4-H volunteer leaders.
2. It has been a moderate help in the retention of 4-H volunteer leaders.
3. It has been a slight help in the retention of 4-H volunteer leaders.
4. It has had no effect on the retention of 4-H volunteer leaders.
5. It has had a harmful effect on the retention of 4-H volunteer leaders.

As was true with the previous two questions, this one also needed to be collapsed. The categories "Great Help" and "Moderate Help" were used to form the nominal category "Effective in Retaining Leaders." The categories "Slight Help" and "No Effect" were combined to form the category "Not Effective in Retaining Leaders." None of the CESs believed the KLS would have a "Harmful Effect" on volunteer leader retention rates. The results from this question are listed on Table 9.

There was no statistically significant relationship between the CESs' implementation of the KLS and their belief that it would enhance volunteer leader retention ($\chi^2 = .080$; $df=1$; $p=.777$; $\Phi=.030$).

When "perceived value of rewards" was defined as a "decrease in the amount of time the CESs are required to spend on 4-H matters", "favorable role change", or "enhanced MBR retention rates", the results on Hypothesis 1 were

Table 9. Relationship Between Implementation of the KLS and the CESSs' Belief About the KLSs' Effect on Leader Retention.

Cell N Row % Column %	Effective in Leader Retention	Not Effective in Leader Retention		
non-KLS CES	6 37.50 19.35	10 62.50 16.95		
KLS CES	25 33.78 80.65	49 66.22 83.05		
Chi square=.080		df=1	p=.777	Phi=.030

mixed. For certain CESSs, there was a relationship between "perceived value of rewards" and implementation of the KLS. Overall, none of the five measures of "perceived value of rewards" was significantly related to implementation of the KLS. As a result, HYPOTHESIS 1 MUST BE REJECTED.

2. Hypothesis 2: The ORGs' choice to appoint PROs is associated with the perceived value of rewards in the exchange relations with the PROs.

Four variables were selected as measures of the value of the rewards derived by the ORGs in their exchange relations with the PROs. These included: (1) perceived role changes; (2) MBR retention rates; (3) the quality of MBRs' projects; and (4) the ORGs' "working relations" with

the PROs. First, changes in the social structure of the network of exchange relations in the 4-H club, namely appointing PROs, will affect the kinds of roles the ORG plays in the club. If the ORGs believe role changes will be favorable, they may be more likely to appoint PROs. Second, retention rates of MBRs may be indicative of how much benefit the MBRs receive from the club. If the ORGs believe that by improving the club through the use of PROs the MBR retention rate increases, the ORGs may be more inclined to appoint PROs. Third, MBRs may enjoy 4-H more and be more desirous of staying in the club if they are able to receive high ratings on their projects at Achievement Days and the South Dakota State Fair. Fourth, the "working relationships" ORGs have with the MBRs' parents may be a factor in the ORGs' decisions to appoint these people as PROs.

(a) Perceived Role Changes.

In order to determine what role changes the ORGs either anticipated if they were to implement the KLS in their clubs or had already experienced as a result of implementing it, each one was asked the following open-ended question: "How do you think the Key Leader System has affected your role in the 4-H program?" This item may be found on page 228 of the ORG-Form of the 4-H Leadership Survey in Appendix C.

The responses by the Organizational Leaders (ORGs) to this item were read on each survey by the researcher in order to note common themes. Eight major themes plus a "Miscellaneous" category emerged through this process into which responses could be placed. In several cases, the ORGs gave two responses to the question. When this happened, both responses were coded. The nominal categories and results from this item are listed on Table 10. Each response is independent of the others. That is, a response by an ORG in one category does not necessarily imply a non-response in another category. As a result, a Chi-square test could not be used to test relationships between the categories.

Over one third of both groups reported that the KLS has not changed their roles as ORGs. Also, at least 20 percent of each group reported that the KLS has not yet "gotten off of the ground" in their respective counties.

(b) MBR Retention Rates.

Each of the ORGs was asked to respond to an item on the ORG-Form of the 4-H Leadership Survey designed to measure the effect ORGs believe the KLS will have on the retention of MBRs. This item, listed below, may also be found on page 229 of Appendix C.

How do you think the system of using County Key Leaders and Project Leaders has affected the

Table 10. Perceived role changes for the non-KLS-ORGs and the KLS-ORGs.

Role Changes	non-KLS-ORGs		KLS-ORGs	
	N	%	N	%
No role changes	6	35.3	13	38.2
KLS "hasn't gotten off the ground yet	5	29.4	7	20.6
Relief from all of the responsibility	0	0.0	3	8.8
Improved projects	1	5.9	1	2.9
Improved leadership	2	11.8	1	2.9
Improved information dissemination	1	5.9	4	11.8
Neg. affirmation	1	5.9	2	5.9
Pos. affirmation	2	11.8	1	2.9
	N=17		N=34	

retention of 4-H members?

1. It has had a great effect on the retention of 4-H members.
2. It has had a moderate effect on the retention of 4-H members.
3. It has had a slight effect on the retention of 4-H members.
4. It has had no effect on the retention of 4-H members.
5. It has a harmful effect on the retention of 4-H members.

The response categories for this item were collapsed into two nominal categories. The category "Effective in Retaining MBRs" was comprised of the two categories "Great Help" and "Moderate Help." The category "Not Effective in Retaining MBRs" was made up of the two categories "Slight Help" and "No Effect"." The category "Harmful Effect" was deleted because none of the respondents used it. The number of non-KLS ORGs and KLS ORGs who believed the KLS would be "Effective in Retaining MBRs" or "Not Effective in Retaining

Table 11. Relationship Between Implementation of the the KLS and the ORG's Belief in the KLS's Effect on the Retention of MBRs.

Cell N Row % Column %	Effective in Retaining MBRs	Not Effective in Retaining MBRs		
non-KLS ORGs	26 53.06 66.67	23 46.94 69.70		
KLS ORGs	13 56.62 33.33	10 43.48 30.30		
Chi-square=.076		df=1	p=.783	Phi=.032

MBRs" are listed on Table 11.

The beliefs held by the non-KLS ORGs and the KLS ORGs about the KLS's effect on the retention of MBRs were nearly identical. There was not a statistically significant

relationship between implementation of the KLS and the ORGs' belief in the KLS's effect on membership retention (Chi-square=.076; df=1; p=.783; Phi=.032).

(c) Quality of MBRs' Projects.

Not only is the membership retention rate of importance to the ORGs, the quality of the MBRs' projects is also of concern to them. ORGs may believe that the improvement of the quality of MBRs' projects may be one of the benefits they derive from appointing and using PROs. To determine what effect the ORGs believe the KLS will have on the quality of MBRs' projects, each of the ORGs was asked to respond to the following item on the ORG-Form of the 4-H Leadership Survey. It is also found on page 229 of Appendix C.

How do you think the system of using County Key Leaders and Project Leaders has affected 4-H members' projects?

1. It has had a great effect on improving the quality of 4-H members' projects.
2. It has had a moderate effect on improving the quality of 4-H members' projects.
3. It has had only a slight effect on improving the quality of 4-H members' projects.
4. It has had no effect on improving the quality of 4-H members' projects.
5. It has a harmful effect on improving the quality of 4-H members' projects.

Nearly all of the responses to this question were given in the "Moderate Help", "Slight Help", and "No Effect" categories. There were almost no responses in the two extreme categories. The categories were collapsed into two nominal categories. The first category, "Effective in Improving Projects", was made up of "Great Help" and "Moderate Help." The second category, "Not Effective in Improving Projects", was comprised of "Slight Help" and "No Effect." The category "Harmful Effect" was not included because there was only one respondent who had marked it.

Table 12. Relationship Between Implementation of the KLS and the ORGs' Beliefs About the KLS's Effect on Improving the Quality of MBRs' Projects.

Cell N Row % Column %	Effective In Improving Projects	Not Effective In Improving Projects		
non-KLS ORGs	33 67.35 64.71	16 32.65 76.19		
KLS ORGs	18 78.26 35.29	5 21.74 23.81		
Chi-square=.902		df=1	p=.342	Phi=.112

The results from this item are listed on Table 12.

The majority of both groups of ORGs believed that

the KLS would improve the quality of MBRs' projects. There was not a statistically significant relationship between implementing the KLS and the ORGs' beliefs about the KLS's effect on improving MBRs' projects ($\text{Chi-square}=.902$; $\text{df}=1$; $p=.342$; $\text{Phi}=.112$).

(d) "Working Relationship" With PROs.

In the ORG-Form of the 4-H Leadership Survey, each ORG was asked to rate the "working relationship" he or she had with the PROs. The following question may also be found on page 228 in Appendix C.

In general, how would you describe your relationship with the Project Leaders?

1. We have a very close working relationship.
2. We have a good working relationship.
3. We have an adequate working relationship.
4. We have a less than adequate working relationship.
5. We have a very poor working relationship.
6. Our club does not have Project Leaders.

The categories of "Very close" and "Good" were collapsed to form the nominal category "Close Working Relationship." The category "Not Close Working Relationship" was comprised of the categories "Adequate" and "Less Than Adequate." The category "Very Poor" was dropped because only one respondent had marked it. The results from

Table 13. Relationship Between Implementation of the KLS and the ORGs' "Working Relationship" with the PROs.

Cell N Row % Column %	Close Working Relationship With PROs	Not Close Working Relationship With PROs
non-KLS ORGs	37 75.51 61.67	12 24.49 100.00
KLS ORGs	23 100.00 38.33	0 0.00 0.00
Fisher's Exact Test $p=.006$		Kendall's tau-B = -0.306

that item are listed on Table 13.

Most of the non-KLS ORGs (75.51%) and all of the KLS ORGs reported having a "Close Working Relationship" with their PROs. A Fisher's Exact Test was computed because one of the cells in Table 13 contained an expected frequency less than five. There was a statistically significant relationship between implementation of the KLS by the ORGs and the ORGs' "working relationship" with the PROs (Fisher's Exact Test (1-tail) $p=.006$; Kendall's tau-B = -0.306).

Although there was a statistically significant relationship between implementation of the KLS by the ORG and the ORGs' "working relationship" with the PROs, implementation of the KLS was not related to other variables which served as measures of "perceived value of rewards."

Thus, HYPOTHESIS 2 MUST BE REJECTED.

C. Objective 2. Exchange Relations and Accomplishment of KLS's Objectives.

1. Hypothesis 3: The more rewarding are the exchange relations, as perceived by the volunteer leaders, between themselves and the other actors in the exchange network, the greater will be their retention plans.

"Rewarding exchange relations" were measured in three ways: (1) KLS's effect on MBR retention; (2) KLS's effect on improving the quality of MBRs' projects; and (3) "working relationships" with others in the exchange network.

The first method of rating was a rating of the effect that the KLS would have on retention of MBRs. The question asking the volunteer leaders to rate this effect was found on page 229 of the ORG-Form in Appendix C, on page 237 of the KEY-Form in Appendix D, and on page 247 of the PRO-Form in Appendix E. The categories "Great Effect" and "Moderate Effect" have been collapsed to form the nominal category "Effective in MBR Retention." The categories "Slight Effect" and "No Effect" have been collapsed to form the nominal category "Not Effective in MBR Retention." The category "Harmful Effect" has been dropped because it was not marked by the respondents.

The relationship between the volunteer leaders' intentions to serve in that capacity next year and each method of measuring "rewarding exchange relations" for each

group was sought. An identical item was given to each of the groups of volunteer leaders on the 4-H Leadership Survey asking their intent to serve as a volunteer leader again next year. This item may be found on page 229 of the ORG-Form in Appendix C, on page 239 of the KEY-Form in Appendix D, and on page 249 of the PRO-Form of Appendix E. This item reads as follows:

Based on your present experiences, would you consider being a _____ (leader type) again next year?

1. Definitely yes.
2. Probably yes.
3. Probably no.
4. Definitely no.

The categories "Definitely Yes" and "Probably Yes" were merged to form the "Yes" category and the "Definitely No" and "Probably No" categories were used to comprise the "No" category. The Tables 14a, 14b, and 14c list the results from the ORGs, KEYs, and PROs respectively showing the relationship between the volunteer leaders' retention plans and their view of the KLS's effect on MBR retention.

Table 14a displays the relationship between the ORGs' retention plans and their beliefs about the effectiveness of the KLS for retaining MBRs. The majority of both groups intended to serve as volunteer leaders again

Table 14a. Relationship Between ORGs' Beliefs About KLS's Effect on MBR Retention and Their Own Retention Plans.

Cell N Row % Column %	ORGs to Serve Again Next Year?	
	Yes	No
KLS Effective in MBR Retention	38 95.00 53.52	2 5.00 50.00
KLS Not Effective in MBR Retention	33 94.29 46.48	2 5.71 50.00
Fisher's Exact Test $p=.640$ Kendall's tau-B $=.016$		

nest year. Two of the cells on the table had expected frequencies less than five. As a result, a Fisher's Exact Test was performed. There was not a statistically significant relationship between the two variables (Fisher's Exact Test (1-tail) $p=.640$; Kendall's tau-B $=.016$).

Table 14b displays the relationship between the KEYs' retention plans and their beliefs about the effectiveness of the KLS for retaining MBRs. The majority of both groups intended to serve as 4-H volunteer leaders again next year. There was a statistically significant relationship between the KEYs' belief and their retention plans (Chi-square=6.296; $df=1$; $p=.012$; $\Phi=.175$).

Table 14c displays the relationship between the PROs' retention plans and their beliefs about the

Table 14b. Relationship Between KEYs' Beliefs About KLS's Effect on MBR Retention and Their Own Retention Plans.

Cell N	KEYs to Serve Again Next Year?	
Row %	Yes	No
Column %		
KLS Effective	105	5
in MBR Retention	95.45	4.55
	56.45	26.32
KLS Not Effective	81	14
in MBR Retention	85.26	14.74
	43.55	73.68
Chi-square=6.296	df=1	p=.012
		Phi=.175

Table 14c. Relationship Between PROs' Beliefs About KLS's Effect on MBR Retention and Their Own Retention Plans.

Cell N Row % Column %	PROs to Serve Again Next Year?	
	Yes	No
KLS Effective in MBR Retention	45 91.84 72.58	4 8.16 66.67
KLS Not Effective in MBR Retention	17 89.47 27.42	2 10.53 33.33

Fisher's Exact Test p=.541 Kendall's tau-B =.037

effectiveness of the KLS for retaining MBRs. The majority

of both groups planned to serve as 4-H volunteer leaders again next year. Two of the cells on the table had expected frequencies of less than five. As a result, a Fisher's Exact Test was performed. There was no statistically significant relationship between the two variables (Fisher's Exact Test (1-tail) $p=.541$; Kendall's $\tau-B = .037$).

The second method of measuring the benefits of rewards of the exchange relations was the belief in the KLS's effect on improving the quality of MBRs' projects. This item was identical on each of the forms of the 4-H Leadership Survey. It can be found on page 228 of the ORG-Form in Appendix C, on page 239 of the KEY-Form in Appendix D, and on page 247 of the PRO-Form in Appendix E. The categories "Great Effect" and "Moderate Effect" were collapsed to form the nominal category "Effective in Improving Projects." The categories "Slight Effect" and "No Effect" comprised the nominal category "Not Effective in Improving Projects." The category "Harmful Effect" was dropped because it was not used by the respondents. These ratings were compared against the volunteer leaders' reported intentions to serve again in the same capacity next year. Tables 15a, 15b, and 15c list the results of these comparisons for the ORGs, KEYs, and PROs respectively.

Table 15a shows the relationship between the ORGs' retention plans and their beliefs about the effectiveness of the KLS for improving the quality of the MBRs' projects.

Table 15a. Relationship Between the ORGs' Belief About the KLS's Effect on On the Quality of MBRs' Projects and Their Own Retention Plans.

Cell N Row % Column %	ORGs to Serve Again Next Year?	
	Yes	No
KLS Effective in Improving Projects	51 96.23 71.83	2 3.77 50.00
KLS Not Effective in Improving Projects	20 90.91 28.17	2 9.09 50.00
Fisher's Exact Test $p=.335$ Kendall's tau-B $=.108$		

Most of the members of both groups intended to serve as 4-H volunteer leaders again next year. Two of the cells on the table had expected frequencies less than five. As a result, a Fisher's Exact Test was performed. There was not a statistically significant relationship between the two variables (Fisher's Exact Test (1-tail) $p=.335$; Kendall's tau-B $=.108$).

Table 15b displays the relationship between the KEYs' retention plans and their beliefs about the effectiveness of the KLS for improving the quality of the MBRs' projects. The majority of both groups intended to serve as 4-H volunteer leaders again next year. Because one of the cells in Table 15b had an expected frequency less than five, a Fisher's Exact Test was performed. A

Table 15b. Relationship Between the KEYs' Belief About the KLS's Effect on On the Quality of MBRs' Projects and Their Own Retention Plans.

Cell N Row % Column %	KEYs to Serve Again Next Year?	
	Yes	No
KLS Effective in Improving Projects	149 93.71 80.11	10 6.29 52.63
KLS Not Effective in Improving Projects	37 80.43 19.89	9 19.57 47.37
Fisher's Exact Test $p=.011$ Kendall's tau-B $=.191$		

statistically significant relationship was found between the KEYs' beliefs about the KLS's ability to enhance MBRs' projects and their own retention plans (Fisher's Exact Test (1-tail) $p=.011$; Kendall's tau-B $=.191$).

Table 15c shows the relationship between the PROs' plans to serve as volunteer leaders again next year and their beliefs about the effectiveness of the KLS for improving the quality of the MBRs' projects. Most of the members of both groups intended to serve as 4-H volunteer leaders again next year. Because one of the cells on Table 15c contained an expected frequency less than five, a Fisher's Exact Test was performed. There was no statistically significant relationship between the two variables (Fisher's Exact Test (1-tail) $p=.668$; Kendall's

Table 15c. Relationship Between the PROs' Belief About the KLS's Effect on On the Quality of MBRs' Projects and Their Own Retention Plans.

Cell N Row % Column %	PROs to Serve Again Next Year?	
	Yes	No
KLS Effective in Improving Projects	52 91.23 83.87	5 8.77 83.33
KLS Not Effective in Improving Projects	10 90.91 16.13	1 9.09 16.67
Fisher's Exact Test $p=.668$ Kendall's tau-B $=.004$		

tau-B $=.004$).

The third method was a rating of "working relationships" one group reported with another. Each group of volunteer leaders within the exchange network were asked to rate their "working relationship" with other groups of volunteer leaders. The items on the 4-H Leadership Survey were identical. They may be found on page 228 of Appendix C for the ORG-Form, on pages 235 and 236 of Appendix D for the KEY-Form, and on page 246 Appendix E for the PRO-Form.

Each group in the exchange network was asked to rate how rewarding were their relations with others in the network. The specific item used to measure how rewarding were these exchange relations read as follows:

In general, how would you describe your relationship with the _____ (name of the group of leaders)?

1. We have a very close working relationship.
2. We have a good working relationship.
3. We have an adequate working relationship.
4. We have a less than adequate working relationship.
2. We have a very poor working relationship.
6. Our club does not have _____ Leaders.

The categories "Very close" and "Good" were collapsed to form the nominal category "Close Working Relationship." The category "Not Close Working Relationship" was comprised of the categories "Adequate" and "Less Than Adequate." The category "Very Poor" was dropped because very few of the respondents had marked it.

Table 16a displays the relationship between the ORGs' "working relationships" with the PROs and their plans to serve as ORGs again next year. Most of the ORGs in both groups reported a desire to serve again next year. Two of the cells on the table had expected frequencies less than five. As a result, a Fisher's Exact Test was performed. There was not a statistically significant relationship between the two variables (Fisher's Exact Test (1-tail) $p=.374$; Kendall's tau-B $=.124$).

Table 16b shows the relationship between the KEYS'

Table 16a. Relationship Between ORGs' "Working Relationships" with the PROs and Their Own Retention Plans.

Cell N Row % Column %	ORGs to Serve Again Next Year?	
	Yes	No
ORG Has "Close Working Relationship" With PRO	55 93.22 77.46	4 6.78 100.00
ORG Has No "Close Working Relationship" With PRO	16 100.00 22.54	0 0.00 0.00
Fisher's Exact Test $p=.374$ Kendall's tau-B $=.124$		

Table 16b. Relationship Between KEYS' "Working Relationships" with the CESSs and Their Own Retention Plans.

Cell N Row % Column %	KEYs to Serve Again Next Year?	
	Yes	No
KEY Has "Close Working Relationship" With CES	162 87.10 93.10	24 12.90 77.42
KEY Has No "Close Working Relationship" With CES	12 63.16 6.90	7 36.84 22.58
Fisher's Exact Test $p=.012$ Kendall's tau-B $=.194$		

"working relationships" with the CESSs and their plans to

serve as KEYs again next year. About 87 percent of the ORGs who reported a "close working relationship" with the CESSs intended to serve as KEYs again next year. This compares with 63 percent of the KEYs who reported not having a "close working relationship" with the CESSs but planned to be retained again next year. Two of the cells on the table had expected frequencies less than five. As a result, a Fisher's Exact Test was performed. There was a statistically significant relationship between the KEY having a "close working relationship" with the CESSs and their retention plans (Fisher's Exact Test (1-tail) $p=.012$;

Table 16c. Relationship Between KEYs' "Working Relationships" with the ORGs and Their Own Retention Plans.

Cell N Row % Column %	KEYs to Serve Again Next Year?		
	Yes	No	
KEY Has "Close Working Relationship" With ORG	129 69.35 94.16	57 30.65 83.82	
KEY Has No "Close Working Relationship" With ORG	8 42.11 5.84	11 57.89 16.18	
Chi-square=5.774	df=1	p=.016	Phi=.168

Kendall's tau-B = .194).

Table 16c shows the relationship between the KEYs'

"working relationships" with the ORGs and their plans to serve as ORGs again next year. Nearly 70 percent of the KEYS who reported a "close working relationship" with the ORGs intended to serve as a KEY again the following year. About 42 percent of the KEYS who did not have a "close working relationship" with the ORGs planned to serve again next year. There was a statistically significant relationship between the two variables (Chi-square =5.774;

Table 16d. Relationship Between KEYS' "Working Relationships" with the PROs and Their Own Retention Plans.

Cell N Row % Column %	KEYs to Serve Again Next Year?		
	Yes	No	
KEY Has "Close Working Relationship" With PRO	126 67.74 95.45	60 32.26 82.19	
KEY Has No "Close Working Relationship" With PRO	6 31.58 4.55	13 68.42 17.81	
Chi-square=9.832	df=1	p=.002	Phi=.219

df=1; p=.016; Phi=.168).

Table 16d displays the relationship between the KEYS' "working relationships" with the PROs and their plans to serve as ORGs again next year. Nearly 68 percent of the KEYS who reported a "close working relationship" with the

PROs and about 32 percent of the KEYs who reported not having a "close working relationship" with the PROs planned to serve as volunteer leaders again the following year. There was a statistically significant relationship between the KEYs' relationships with the PROs and their retention

Table 16e. Relationship Between PROs' "Working Relationships" with the KEYs and Their Own Retention Plans.

Cell N Row % Column %	PROs to Serve Again Next Year?	
	Yes	No
PRO Has "Close Working Relationship" With KEY	39 90.70 62.90	4 9.30 66.77
PRO Has No "Close Working Relationship" With KEY	23 92.00 37.10	2 8.00 33.33
Fisher's Exact Test $p=.614$ Kendall's tau-B = -0.022		

plans (Chi-square = 9.832; $df=1$; $p=.002$; $\Phi=.219$).

Table 16e shows the relationship between the PROs' "working relationships" with the KEYs and the PROs plans to serve as PROs again the following year. Two of the cells on the table had expected frequencies less than five. As a result, a Fisher's Exact Test was performed. There was not a statistically significant relationship between the two variables (Fisher's Exact Test (1-tail) $p=.614$; Kendall's

Table 16f. Relationship Between PROs' "Working Relationships" with the ORGs and Their Own Retention Plans.

Cell N Row % Column %	PROs to Serve Again Next Year?	
	Yes	No
PRO Has "Close Working Relationship" With ORG	59 92.19 95.16	5 7.81 83.33
PRO Has No "Close Working Relationship" With ORG	3 75.00 4.84	1 25.00 16.67

Fisher's Exact Test $p=.315$ Kendall's tau-B $=.143$

tau-B $=-0.022$).

Table 16f displays the relationship between the PROs' "working relationships" with the ORGs and their plans to serve as PROs again next year. Most of the PROs in each group intended to volunteer as PROs again next year. Two of the cells on the table had expected frequencies less than five. As a result, a Fisher's Exact Test was performed. There was no statistically significant relationship between the two variables (Fisher's Exact Test (1-tail) $p=.315$; Kendall's tau-B $=.143$).

Although there was a statistically significant relationship between retention plans and the variables used to measure "rewarding exchange relations" for the KEYS, statistical significance was not achieved for the other

groups in the network. As a result, HYPOTHESIS 3 MUST BE REJECTED.

2. Hypothesis 4: PROs' power is inversely related to ORGs' retention plans.

ORGs provided central leadership to their 4-H clubs. They administered the majority of the club's activities and served as the focal point for club self-identity. For example, rather than giving the name of his 4-H club, one MBR interviewee stated that he "belonged to Mr. _____'s club." Should the ORG relinquish some of the activities and responsibilities which he or she is accustomed to do, power is also relinquished. The focal point of the club is transferred from the ORG and is diffused to the various volunteer leaders in the club.

The ORGs were asked to check those activities in which the PROs in their clubs were involved. See items 31 through 39 on page 227 the ORG-Form of the 4-H Leadership Survey in Appendix C. The activities included the following:

They conduct demonstrations at regular meetings for all 4-H members.

They conduct demonstrations at project meetings at which only 4-H members in that project attend.

They conduct project meetings to help 4-H members in that project to work on their projects.

They provide help and training to 4-H members on a one-to-one basis.

They provide help and training to 4-H members at the members' homes.

Other. Please specify.

By summing the number of checks, a total-PRO-involvement score was derived. The interval total-PRO-involvement score was then compared with the nominal categories for the ORGs' retention intent of "Yes" or "No." The number of activities in which PROs were used in the 4-H clubs ranged from one to six with a mean of 2.22 activities. Table 17 displays the results of the relationship between the number of activities in which the PROs are involved and

Table 17. Relationship Between the Number of Activities in Which PROs are Employed and the ORGs' Retention Plans.

Cell N Row % Column %	ORGs to Serve Again Next Year?	
	Yes	No
PROs Used for Less Than 3 Activities	58 93.55 81.69	4 6.45 100.00
PROs Used for 3 or More Activities	13 100.00 18.13	0 0.00 0.00

Fisher's Exact Test $p=.459$ Kendall's tau-B $=-0.109$

the ORGs' retention plans.

Nearly 94 percent of the ORGs who used PROs in less

than three activities in their clubs reported an intent to serve as an ORG again the following year. This compared with 100 percent of the ORGs who used PROs in their clubs for three or more activities who planned to volunteer as an ORG again next year. The relationship between the number of activities in which PROs are employed in a 4-H club and the ORGs' retention plans was not statistically significant (Fisher's Exact Test (1-tail) $p=.459$; Kendall's tau-B $=-0.109$). HYPOTHESIS 4 MUST BE REJECTED.

3. Hypothesis 5: The number of MBRs in a 4-H club is directly related to the ORGs' retention plans.

The ORGs were each asked how many MBRs were enrolled in their clubs. This item may be found on page 234 of the ORG-Form of the 4-H Leadership Survey. The number of MBRs in a 4-H club ranged from two to 34. The mean number of MBRs in the 4-H clubs was 13.99. The median number of MBRs in the 4-H clubs was 13. Because 13 was about the middle of the range of MBRs per 4-H club, it was used to divide the 4-H clubs into two groups -- those with fewer than 13 MBRs and those with 13 or more MBRs. The number of MBRs per club was then compared with the ORGs' retention plans. The relationship between the number of MBRs the ORG had enrolled in his or her 4-H club and his or her intent to serve as an ORG again next year is displayed on Table 18.

Nearly 94 percent of the ORGs from the 4-H clubs

Table 18. Relationship Between the Number of MBRs in the 4-H Clubs and the ORGs' Plans for Retention.

Cell N Row % Column %	ORGs to Serve Again Next Year?	
	Yes	No
Fewer Than 13 MBRs in the Club	35 94.59 49.30	2 5.41 50.00
13 or More MBRs in the Club	36 94.74 50.70	2 5.26 50.00

Fisher's Exact Test $p=.682$ Kendall's tau-B $=-0.003$

with fewer than 13 MBRs and the 4-H clubs with 13 or more MBRs intended to serve again next year. Half of the cells in Table 18 had expected frequencies of less than five necessitating the use of Fisher's Exact Test. No statistically significant relationship was found between club size and the ORGs' retention plans (Fisher's Exact Test (1-tail) $p=.682$; Kendall's tau-B $=-0.003$). HYPOTHESIS 5 MUST BE REJECTED.

4. Hypothesis 6: The number of MBRs in a 4-H club is directly related to the number of PROs appointed in that club.

Large numbers of MBRs in a 4-H club places a heavy burden of work and responsibility on the ORG. The use of PROs allows the ORG to share some of the workload with other

volunteer leaders. The ORGs were asked how many PROs they have appointed in their clubs. See items 19 through 30 on page 226 of the ORG-Form of the 4-H Leadership Survey (Appendix C). This number was compared with the number of

Table 19. Relationship Between the Number of MBRs Enrolled in the 4-H Clubs and the Number of PROs Appointed in the 4-H Clubs.

Cell N Row % Column %	Fewer Than 3 PROs Appointed in the 4-H Club	3 or More PROs Appointed in the 4-H Club	
Fewer Than 13 MBRs in the 4-H Club	28 75.68 60.87	9 24.32 31.03	
13 or More MBRs in the 4-H Club	18 47.37 39.13	20 52.63 68.97	
Chi-square =6.334 df=1 p=.012 Phi=.291			

MBRs enrolled in each 4-H club.

The relationship between the number of MBRs and the number of PROs in the 4-H clubs is displayed on Table 19. Whereas only 24 percent of the smaller 4-H clubs had three or more PROs appointed in them, over 52 percent of the larger clubs had three or more PROs appointed. There is a statistically significant relationship between the number of MBRs and the number of PROs in the 4-H clubs (Chi-square =6.334; df=1; p=.012; Phi=.291). HYPOTHESIS 6 IS ACCEPTED.

5. Hypothesis 7: The more rural is the volunteer leaders' residence, the greater will be their retention plans.

According to McPherson & Lockwood (1980), rural people have a higher rate of involvement in volunteer groups. As a result, rural areas may offer more opportunities for exchange of rewards through volunteer group affiliation. Thus, rural people may be more certain about maintaining their exchange relations and may have greater retention in voluntary organizations such as 4-H. Retention intent is here measured in the same way as in Hypotheses One and Two. When the respondents were surveyed about their intention to serve at least one more year in their present volunteer position, they had opportunity to respond either "Definitely Yes", "Probably Yes", "Probably No", or "Definitely No." These responses were recategorized as either "Yes" or as "No."

To determine the size of the respondents' residences, the following question was asked:

In what size of a community do you live?

1. City (10,000 people or more).
2. Town (2,500 people to 9,999 people).
3. Small Town (less than 2,500 people).
4. Farm, outside of city limits.
5. Non-farm, outside of city limits.

The ordinal categories "City" and "Town" were merged to form the nominal category "Urban Residence." The categories "Small Town", "Farm, outside city limits", and "Non-farm, outside city limits" were recategorized as "Rural Residence." These categories were selected to keep them consistent with those of the U. S. Bureau of the Census. Tables 20a, 20b, 20c, and 20d shows the relationship between these two variables for the ORGs, KEYs, PROs, and MBRs

Table 20a. Relationship Between ORGs' Residence and Retention Intentions.

Cell N Row % Column %	ORGs to Serve Again Next Year?	
	Yes	No
Urban Residence	8 100.00 11.27	0 0.00 00.00
Rural Residence	63 94.03 88.73	4 5.97 100.00
Fisher's Exact Test $p=.631$ Kendall's tau-B $=.082$		

respectively.

Table 20a displays the relationship between the ORGs' residence and their intentions to volunteer as ORGs again next year. Nearly all of the ORGs in both groups intended to continue working as ORGs. Because two of the

cells contained an expected frequency less than five, a Chi-Square test could not be performed. Regardless of residence, the ORGs overwhelmingly intended to volunteer their services again the following year. Nevertheless, residence cannot be used to differentiate between those ORGs whose volunteer services may be retained and those whose services may not be retained (Fisher's Exact Test (1-tail)

Table 20b. Relationship Between KEYs' Residence and Retention Intentions.

Cell N Row % Column %	KEYs to Serve Again Next Year?	
	Yes	No
Urban Residence	20 83.76 10.75	4 16.67 21.05
Rural non-Farm	166 91.71 89.25	15 8.29 78.95
Fisher's Exact Test $p=.166$ Kendall's tau-B $=-0.093$		

$p=.631$; Kendall's tau-B $=.082$).

Table 20b displays the relationship between the KEYs' residence and their intentions to volunteer as KEYs again next year. The majority of the KEYs in both groups intended to continue working as KEYs again next year. A Chi-square test could not be performed because one of the

cells had an expected frequency less than five. Residence cannot be used to differentiate between those KEYs whose volunteer services may be retained and those whose services may not be retained (Fisher's Exact Test (1-tail) $p=.166$;

Table 20c. Relationship Between PRO's Residence and Retention Intentions.

Cell N Row % Column %	PROs to Serve Again Next Year?	
	Yes	No
Urban Residence	5 83.33 8.06	1 16.67 16.67
Rural Residence	57 91.94 91.94	5 8.06 83.33

Fisher's Exact Test $p=.438$ Kendall's tau-B $=-0.086$

Kendall's tau-B $=-.093$).

Table 20c displays the relationship between the PROs' residence and their intentions to volunteer as PROs again next year. The majority of the PROs in both groups intended to work as PROs again next year. A Chi-square test could not be performed since one of the cells had an expected frequency less than five. Residence cannot be used to differentiate between those PROs who intend to serve as PROs the following year and those who do not (Fisher's Exact

Test (1-tail) $p=.438$; Kendall's tau-B $=-0.086$).

The MBRs were asked the following question on the MBR-Form of the 4-H Leadership Survey. The item may be found on page 253 in Appendix F.

Do you think you will be in 4-H at least one more year?

1. Definitely yes.
2. Probably yes.
3. Probably no.
4. Definitely no.

The responses to this item were collapsed into a "Yes" and a "No" category in the same manner the other exchange network participants' items were collapsed.

The residence question asked on the MBR-Form of the 4-H Leadership Survey differed from those asked of the others in the 4-H exchange network. It was simplified on their form by combining the "Farm, outside of city limits" and "Non-farm, outside of city limits" to form the category "Farm." The item may be found on page 251 of Appendix F. As a result, the "Rural Residence" category listed on Table 20d is comprised only of the categories "Small Town" and "Farm."

The overwhelming majority of all MBRs, 98.68 percent of the Urban MBRs and 95.02 percent of the Rural MBRs, intend to stay in 4-H at least one more year. The expected

Table 20d. Relation Between MBRs' Residence and Retention Intents.

Cell N Row % Column %	MBRs to Stay in 4-H Again Next Year?	
	Yes	No
Urban Residence	75 98.68 11.94	1 1.32 3.33
Rural Residence	553 95.02 88.06	29 4.98 96.67

Fisher's Exact Test $p=.118$ Kendall's tau-B $=.056$

frequency in one of the cells was less than five. As a result, the Fisher's Exact Test was performed rather than the Chi-square test. Residence is unable to differentiate those MBRs who intend to stay in 4-H and those who do not (Fisher's Exact Test (1-tail) $p=.118$; Kendall's tau-B $=.056$). HYPOTHESIS 7 MUST BE REJECTED.

D. Objective 3: Exchange Relations and Attitudes Toward the KLS.

Hypothesis 8: The more rewarding are the exchange relations, as perceived by the volunteer leaders and the CES, between themselves and the other members in the exchange network, the more positive will be their attitude toward the KLS.

From the deductions made from Exchange Network Analysis, it would seem likely that the relationship between

the volunteer leaders' attitudes toward the KLS would be determined to a large extent by how rewarding are the exchange relations in the exchange network. An identical item was given to each of the groups of volunteer leaders and to the CES on the 4-H Leadership Survey asking them to state what they would like to see happen to the KLS. This item may be found on page 229 of the ORG-Form in Appendix C, on page 239 of the KEY-Form in Appendix D, on page 248 of the PRO-Form of Appendix E, and on page 221 of the CES-Form. This item reads as follows:

Based on your experiences, what would you like to see happen to the Key Leader System?

1. Expand it to all other project areas.
2. Expand it to some other project areas.
3. Keep it as is.
4. Drop parts of the Key Leader System.
5. Drop the system all together.

The ordinal categories "Expand to All Areas" and "Expand to Some Areas" was combined to form the "Favorable Attitude" category. The "Less Than Favorable Attitude" category was comprised of the "Keep KLS as is", "Drop Parts", and "Drop All" ordinal categories.

"Rewarding exchange relations" were measured in three ways: (1) the beliefs held by members of the exchange network about the KLS's effect on MBR retention; (2) their

beliefs about the KLS's effect on improvement of the quality of MBRs' projects; and (3) the "working relationships" which were maintained between the network members.

The first method of measuring how rewarding were the exchange relations was to ask the network members to rate what effect they believed the KLS would have on retention of MBRs. The question asking the volunteer leaders to rate this effect was found on page 229 of the ORG-Form in Appendix B, on page 239 of the KEY-Form in Appendix C, and on page 247 of the PRO-Form in Appendix D. The ordinal categories "Great Effect" and "Moderate Effect" have been collapsed to form the nominal category "Effective in Retaining MBRs." The ordinal categories "Slight Effect" and "No Effect" have been collapsed to form the nominal category "Not Effective in Retaining MBRs." The category "Harmful Effect" has been dropped because it was not marked by the respondents. This measure of how rewarding were the exchange relations was compared with the various exchange relation members' attitudes toward the KLS. The results are found on Tables 21a, 21b, 21c, and 21d for the ORGs, KEYs, PROs, and CESs respectively.

Table 21a shows the relationship between the ORGs' belief about the KLS's effectiveness in helping retain MBRs and their attitude toward the KLS. The relationship was not statistically significant (Chi-square=3.217, df=1; p=.073, Phi=.207).

Table 21a. Relationship Between the ORGs' Beliefs About KLS's Effect on MBR Retention and Their Own Attitude Toward the KLS.

Cell N	ORGs' Attitude Toward the KLS?	
Row %		
Column %	Favorable Attitude	Less Than Favorable Attitude
KLS Effective in MBR Retention	36 90.00 58.06	4 10.00 30.77
KLS Not Effective in MBR Retention	26 74.29 41.94	9 25.71 69.23
Chi square=3.217	df=1	p=.073
		Phi=.207

Table 21b lists the relationship between the KEYs' belief about the KLS's effectiveness in helping retain MBRs and their attitude toward the KLS. The overwhelming majority (90.91%) of the KEYs who believed the KLS would be effective in maintaining membership had a favorable attitude toward the KLS. About three-fourths (73.68%) of those KEYs who did not believe the KLS would be helpful in retaining MBRs still had a favorable attitude toward the KLS. The relationship between the KEYs' beliefs about the KLS's effectiveness in membership retention and their attitude toward the KLS is statistically significant (Chi-square=10.682; df=1; p=.001; Phi=.228).

Table 21c shows the relationship between the PROs' belief about the KLS's effectiveness in helping retain MBRs

Table 21b. Relationship Between the KEYS' Beliefs About KLS's Effect on MBR Retention and Their Own Attitudes Toward the KLS.

Cell N	KEYs' Attitude Toward KLS?		
Row %			
Column %	Favorable Attitude	Less Than Favorable Attitude	
KLS Effective in MBR Retention	100 90.91 58.82	10 9.09 28.57	
KLS Not Effective in MBR Retention	70 73.68 41.18	25 26.32 71.43	
Chi-square=10.682 df=1 p=.001 Phi=.228			

and their attitude toward the KLS. The expected frequency in one of the cells in Table 21c was not larger than five. As a result, the Chi-square test could not be performed. Instead, a Fisher's Exact Test was used to calculate the probability of the occurrence of numbers in each category. The relationship between the PROs' belief about membership retention and their attitude toward the KLS was not statistically significant (Fisher Exact Test (1-tail) $p=.269$; Kendall's tau-B = .114).

The second approach of measuring the value of exchange relations among the network members involved ratings of the KLS's effect on improving the quality of MBRs' projects. The question asking the volunteer leaders to rate this effect was found on page 229 of the ORG-Form in

Table 21c. Relationship Between the PROs' Beliefs About KLS's Effect on MBR Retention and Their Own Attitudes Toward the KLS.

Cell N Row % Column %	PROs' Attitude Toward KLS?	
	Favorable Attitude	Less Than Favorable Attitude
KLS Effective in MBR Retention	41 83.67 74.55	8 16.33 61.54
KLS Not Effective in MBR Retention	14 73.68 25.45	5 61.32 38.46

Fisher's Exact Test $p=.269$ Kendall's tau-B $=.114$

Appendix C, on page 239 of the KEY-Form in Appendix D, and on page 247 of the PRO-Form in Appendix E. The ordinal categories "Great Effect" and "Moderate Effect" have been collapsed to form the nominal category "Effective in MBR Retention." The ordinal categories "Slight Effect" and "No Effect" have been collapsed to form the nominal category "Not Effective in MBR Retention." The category "Harmful Effect" has been dropped because it was not marked by the respondents. This item was identical on each of the forms of the 4-H Leadership Survey. These ratings were compared with the attitudes of the members in the exchange network about the KLS's effect on improving the quality of the MBRs' projects. Tables 22a, 22b, 22c, and 22d list the results for these comparisons for the ORGs, KEYs, PROs, and CESS

Table 22a. Relationship Between the ORGs' Beliefs About KLS's Effect on the Quality of MBRs' Projects and Their Attitude Toward KLS.

Cell N Row % Column %	ORGs' Attitude Toward KLS?	
	Favorable Attitude	Less Than Favorable Attitude
KLS Effective in Improving Projects	49 92.45 79.03	4 7.55 30.77
KLS Not Effective in Improving Projects	13 59.09 20.97	9 40.91 69.23

Fisher's Exact Test $p=.001$ Kendall's tau-B $=.401$

respectively.

Table 22a shows the relationship between the ORGs' belief about the KLS's effectiveness in improving the MBRs' projects and their attitudes toward the KLS. Most (92.45%) of the ORGs who believed the KLS would have an effect on improving the quality of MBRs' projects had a positive attitude toward the KLS. About 60 percent of those who did not hold this belief had a positive attitude toward the KLS. The expected frequency in one of the cells was less than five. As a result, a Fisher's Exact Test was used to calculate probability of the relationship between the ORGs' belief and their attitude toward the KLS. The relationship between the two variables was statistically significant (Fisher Exact Test (1-tail) $p=.001$; Kendall's tau-B $=.401$).

Table 22b. Relationship Between the KEYs' Beliefs About KLS's Effect on Quality of MBR's Projects and Their Attitudes Toward KLS.

Cell N Row % Column %	KEYs' Attitude Toward KLS?		
	Favorable Attitude	Less Than Favorable Attitude	
KLS Effective in Improving Projects	139 87.42 81.76	20 12.58 57.14	
KLS Not Effective in Improving Projects	31 67.39 18.24	15 32.61 42.86	
Chi square=10.110 df=1 p=.001 Phi=.222			

Table 22b shows the relationship between the KEYs' belief about the KLS's effectiveness in helping improve the quality of MBRs' projects and their attitudes toward the KLS. Nearly nine-tenths (87.42%) of those KEYs who believed the KLS would be effective in helping improve the quality of MBRs' projects held favorable attitudes toward the KLS. Although not as decisive as the KEYs favoring the KLS, the majority (67.39%) of those KEYs who did not believe the KLS would improve MBRs' projects had favorable attitudes toward the KLS. The relationship between these two variables was statistically significant (Chi-square=10.110; df=1; p=.001; Phi=.222).

Table 22c lists the relationship between the PROs' belief about the KLS's effectiveness in helping improve the

Table 22c. Relationship Between the PROs' Beliefs About KLS's Effect on the Quality of MBR's Projects and Their Attitudes Toward KLS.

Cell N Row % Column %	PROs' Attitude Toward KLS?	
	Favorable Attitude	Less Than Favorable Attitude
KLS Effective in Improving Projects	47 82.46 85.45	10 17.54 76.92
KLS Not Effective in Improving Projects	8 72.73 14.55	3 27.27 23.08

Fisher's Exact Test $p=.350$ Kendall's tau-B $=.091$

quality of MBRs' projects and their attitudes toward the KLS. Because the expected frequency in one of the cells was less than five, a Fisher's Exact Test was performed. A statistically significant relation was not found between the PROs' beliefs and their attitudes toward the KLS (Fisher's Exact Test (1-tail) $p=.352$; Kendall's tau-B $=.091$).

To measure the CESs' attitudes toward the KLS, the CESs were asked what they would like to see happen to the KLS. This item dealt with the CESs' own intended future use of the KLS in their counties. This item, found on page 221 of the CES-Form of the 4-H Leadership Survey in Appendix B reads as follows:

Based on your experineces, what do you think you will do with the Key Leader System in your county?

1. Expand it to all other project areas.
2. Expand it to some other project areas.
3. Keep it as is.
4. Drop parts of the Key Leader System.
5. Drop the system all together.

Table 23. Relationship Between CESSs' Beliefs About the KLS's Effect on Improving the Quality of MBRs' Projects and CESSs' Attitudes Toward the KLS.

Cell N	CESSs' Attitudes Toward KLS?	
Row %		
Column %	Favorable Attitude	Less Than Favorable Attitude
KLS Effective in Improving Projects	34 69.39 65.38	15 30.61 39.47
KLS Not Effective in Improving Projects	18 43.90 34.62	23 56.10 60.53
Chi-square=5.943	df= 1	p=.015
		Phi=.257

Table 23 displays the relationship between the CESSs' beliefs about the KLS's effect on improving the quality MBRs' projects and the CESSs' attitudes toward the KLS. Nearly 70 percent of those who believed the KLS would have an effect on improving project quality held a favorable attitude toward the KLS. Less than half (43.90%) of those

who did not hold this belief still maintained a favorable attitude toward the KLS. The relationship between the KLS's effect on projects and CESs' attitudes toward the KLS was statistically significant ($\text{Chi-square}=5.943$; $\text{df}=1$; $p=.015$; $\text{Phi}=.257$).

The third method for measuring the value of exchange relations among the network members was a rating of the "working relationships" one group had with another. Each group of volunteer leaders (ORGs, KEYs, and PROs) and the CES were asked to rate their "working relationship" with each other. The items on the 4-H Leadership Survey were identical. They may be found on page 223 of Appendix C for the ORG-Form, on pages 235 and 236 of Appendix D for the KEY-Form, on page 246 of Appendix E of the PRO-Form, and on pages 219 and 220 of the CES-Form.

The specific item used to measure how rewarding were these exchange relations read as follows:

In general, how would you describe your relationship with the _____ (name of the group of leaders)?

1. We have a very close working relationship.
2. We have a good working relationship.
3. We have an adequate working relationship.
4. We have a less than adequate working relationship.
5. We have a very poor working relationship.

6. Our club does not have _____ Leaders.

The ordinal categories "Very Close" and "Good" were collapsed to form the nominal category of "Close Working Relationship." The ordinal categories "Adequate" and "Less Than Adequate" comprised the "Not Close Working Relationship." The category "Very Poor" was dropped because it was not used by the respondents.

The Table 24a lists the results of the relationship between the ORGs "working relationship" with the PROs and their attitudes toward the KLS. Tables 24b through 24d lists the results for the KEYs with the CESs, ORGs, and PROs respectively. Tables 24e and 24f display the results for the PROs with the KEYs and ORGs. Finally, Tables 24g through 24j show the results for the CESs with the ORGs, KEYs, PROs, and MBRs respectively.

Table 24a lists the relationship between the ORGs' "working relationships" with the PROs and their attitudes toward the KLS. A Chi-square test could not be used since the expected frequency in one of the cells was less than five. Instead, a Fisher's Exact Test was calculated. There was not a statistically significant relationship between the ORGs' "working relationships" with the PROs and their attitudes toward the KLS (Fisher's Exact Test (1-tail) $p=.173$; Kendall's tau-B $=-0.152$).

Table 24b lists the relationship between the ORGs'

Table 24a. Relation of ORGs' "Working Relationships" with the PROs and Their Attitudes Toward the KLS.

Cell N Row % Column %	ORGs' Attitude Toward KLS?	
	Favorable Attitude	Less Than Favorable Attitude
ORG Has "Close Working Relation- ship" With PRO	47 75.81 79.66	15 24.19 93.75
ORG Has No "Close Working Relation- ship" With PRO	12 92.31 20.34	1 7.69 6.25

Fisher's Exact Test $p=.173$ Kendall's tau-B $=-0.152$

"working relationships" with the CESs and their attitudes toward the KLS. There was not a significant relationship for the KEYs between their attitude toward the KLS and their relationship with the CESs (Chi-square=.782, $df=1$, $p=.376$, $\Phi=.062$).

Table 24c shows the relationship between the KEYs' attitude toward the KLS and their "working relationship" with the ORGs. For those with a "close working relationship" with the ORGs, over 70 percent had a favorable attitude toward the KLS. That compares with 73.53 percent of those with a less than favorable attitude toward the KLS despite no "close working relationship" with the ORGs. The relationship between these two variables was statistically significant (Chi-square=6.347; $df=1$; $p=.012$; $\Phi=.176$).

Table 24b. Relation of KEYs' "Working Relationships" with the CESs and their Attitudes Toward the KLS.

Cell N Row % Column %	KEYs' Attitudes Toward the KLS?		
	Favorable Attitude	Less Than Favorable Attitude	
KEY Has "Close Working Relation- ship" With CES	146 83.91 85.88	28 16.09 80.00	
KEY Has No "Close Working Relation- ship" With CES	24 77.42 14.12	7 22.58 20.00	
Chi square=.782 df=1 p=.376 Phi=.062			

Table 24d shows the relationship between the KEYs' attitude toward the KLS and their "working relationship" with the PROs. For those KEYs with a "close working relationship" with the PROs, nearly 90 percent had a favorable attitude toward the KLS. But, about 70 percent of those without "close working relationship" with the PROs nevertheless maintained a favorable attitude toward the KLS. The relationship between the KEYs' attitudes toward the KLS and their "working relationships" with the PROs was statistically significant (Chi-square=8.535; df=1; p=.003; Phi=.204).

Table 24e shows the relationship between the PROs' attitude toward the KLS and their "working relationship" with the ORGs. A Fisher's Exact Test was performed instead of a

Table 24c. Relation of KEYs' "Working Relationships" with the ORGs and their Attitudes Toward the KLS.

Cell N Row % Column %	KEYs' Attitudes Toward the KLS?		
	Favorable Attitude	Less Than Favorable Attitude	
KEY Has "Close Working Relation- ship" With ORG	120 87.59 70.59	17 12.41 48.57	
KEY Has No "Close Working Relation- ship" With ORG	50 73.53 29.41	18 26.47 51.43	
Chi-square=6.347 df=1 p=.012 Phi=.176			

Chi-square test because the expected frequency in one of the cells was less than five. The relationship between the PROs' attitudes toward the KLS and their "working relationships" with the KEYs was statistically not significant (Fisher's Exact Test (1-tail) $p=.564$; Kendall's tau-B $=.017$).

Table 24f lists the relationship between the PROs' "working relationship" with the KEYs and their attitudes toward the KLS. working relationship with the ORGs yet had a favorable attitude toward the KLS. It must be noted that only four of the 68 respondents reported not having a close working relationship with the ORGs. A Fisher's Exact Test was performed instead of a Chi-square test because the expected frequency in two of the cells was less than five.

Table 24d. Relation of KEYS' "Working Relationships" with the PROs and Their Attitudes Toward the KLS.

Cell N	KEYs' Attitudes Toward the KLS?		
Row %			
Column %	Favorable Attitude	Less Than Favorable Attitude	
KEY Has "Close Working Relation- ship" With PRO	117 88.64 68.82	15 72.60 31.18	
KEY Has No "Close Working Relation- ship" With PRO	53 72.60 31.18	20 27.40 57.14	
Chi square=8.535 df=1 p=.003 Phi=.204			

The relationship between the PROs' attitudes toward the KLS and their "working relationships" with the KEYS was statistically significant (Fisher's Exact Test (1-tail) $p=.162$; Kendall's tau-B $=.196$).

Table 24g lists the relationship between the CESSs' "working relationship" with the ORGs and their attitudes toward the KLS. For CESSs with a "close working relationship" with the ORGs, 82.22 percent had a favorable attitude toward the KLS. But, for those CESSs with less than a close working relationship with the ORGs, only 41.67 percent maintained a favorable attitude toward the KLS. A Fisher's Exact Test was performed instead of a Chi-square test because the expected frequency in one of the cells was less than five. The relationship between the PROs'

Table 24e. Relation of PROs' "Working Relationships" with the KEYs and Their Attitudes Toward the KLS.

Cell N Row % Column %	PROs' Attitudes Toward the KLS?	
	Favorable Attitude	Less Than Favorable Attitude
PRO Has "Close Working Relation- ship" With KEY	35 81.40 63.64	8 18.60 61.54
PRO Has No "Close Working Relation- ship" With KEY	20 80.00 36.36	5 20.00 38.46

Fisher's Exact Test $p=.564$ Kendall's tau-B $=.017$

attitudes toward the KLS and their "working relationships" with the KEYs was statistically significant (Fisher's Exact Test (1-tail) $p=.005$; Kendall's tau-B $=.313$).

Table 24h lists the relationship between the CESs' "working relationship" with the KEYs and their attitudes toward the KLS. The relationship between the PROs' attitudes toward the KLS and their "working relationships" with the KEYs was statistically significant (Chi-square $=.081$; $df=1$; $p=.775$; $\Phi=.030$).

Table 24i lists the relationship between the CESs' "working relationship" with the PROs and their attitudes toward the KLS. The relationship between the PROs' attitudes toward the KLS and their "working relationships" with the KEYs was not statistically significant (Chi-

Table 24f. Relation of PROs' "Working Relationships" with the ORGs and Their Attitudes Toward the KLS.

Cell N Row % Column %	PROs' Attitudes Toward the KLS?	
	Favorable Attitude	Less Than Favorable Attitude
PRO Has "Close Working Relation- ship" With ORG	53 82.81 96.36	11 17.19 84.62
PRO Has No "Close Working Relation- ship" With ORG	2 50.00 3.64	2 50.00 15.38
Fisher's Exact Test $p=.162$ Kendall's tau-B $=.196$		

square=.270; $df=1$; $p=.603$; $\Phi=.059$).

Table 24j lists the relationship between the CESs' "working relationship" with the MBRs and their attitudes toward the KLS. For CESs with a close working relationship with the MBRs, 81 percent had a favorable attitude toward the KLS. For those CESs with less than a close working relationship with the ORGs, only about 45 percent held a favorable attitude toward the KLS. A Fisher's Exact Test was performed rather than a Chi-square test because expected frequency in one of the cells was less than five. The relationship between the PROs' attitudes toward the KLS and their "working relationships" with the KEYS was statistically significant (Fisher's Exact Test (1-tail) $p=.015$; Kendall's tau-B $=.266$).

Table 24g. Relation of CESS' "Working Relationships" with the ORGs and Their Attitudes Toward the KLS.

Cell N Row % Column %	CESS' Attitudes Toward the KLS?	
	Favorable Attitude	Less Than Favorable Attitude
CESSs Have "Close Working Relation- ship" With ORGs.	74 82.22 93.67	16 17.78 69.57
CESSs Have No "Close Working Relation- ship" With ORGs.	5 41.67 6.33	7 58.33 30.43

Fisher's Exact Test $p=.005$ Kendall's tau-B $=.313$

The results for Hypothesis 8 were mixed. Although there was no statistically significant relationship between a belief in the KLS's effect on enhancing MBR retention rates and attitudes toward the KLS, such a relationship was found between a belief in the KLS's effect on improving the quality of MBRs' projects and attitudes toward the KLS. Statistically significant relationships were also noted between "working relationships" and attitudes toward the KLS. HYPOTHESIS 8 IS ACCEPTED WITH QUALIFICATIONS. The qualifications will be described on pages 188 through 192.

Table 24h. Relation of CESSs' "Working Relationships" with the KEYS and Their Attitudes Toward the KLS.

Cell N Row % Column %	CESSs' Attitude Toward the KLS		
	Favorable Attitude	Less Than Favorable Attitude	
CESSs Have "Close Working Relation- ship" With KEYS.	41 58.57 78.85	29 41.43 76.32	
CESSs Have No "Close Working Relation- ship" With KEYS.	11 55.00 21.15	9 45.00 23.68	
Chi square=.081 df=1 p=.775 Phi =.030			

Table 24i. Relationship Between CESSs' "Working Relationship" with the PROs and Their Attitudes Toward the KLS.

Cell N	CESS' Attitudes Toward the KLS	
Row %		
Column %	Yes	No
CES Has "Close Working Relationship" With PRO	33 58.93 68.75	23 41.07 74.19
CES Has No "Close Working Relationship" With PRO	15 65.22 31.25	8 34.78 25.81
Chi square=.270	df=1	p=.603
		Phi=.059

Table 24j. Relation Between CESS' "Working Relationship" with the MBRs and Their Attitudes Toward the KLS.

Cell N Row % Column %	CESSs' Attitudes Toward the KLS	
	Yes	No
CES Has "Close Working Relationship" With MBRs	74 81.32 93.67	17 18.68 73.91
CES Has No "Close Working Relationship" With MBRs	5 45.45 6.33	6 54.55 26.09

Fisher's Exact Test $p=.015$ Kendall's tau-B $=.266$

D. Summary of Hypotheses.

1. Hypothesis 1: Rejected.
2. Hypothesis 2: Rejected.
3. Hypothesis 3: Rejected.
4. Hypothesis 4: Rejected.
5. Hypothesis 5: Rejected.
6. Hypothesis 6: Accepted.
7. Hypothesis 7: Rejected.
8. Hypothesis 8: Accepted, with qualifications.

CHAPTER VI. DISCUSSION

A. Objective 1. Exchange Relations and Implementation of the Key Leader System.

1. Hypothesis 1: Implementation of the KLS by the CESs in their counties is associated with the perceived value of rewards in the exchange relations with the Key Leaders (KEYs).

It was assumed that if the County Extension Staff (CESs) anticipated rewards in their exchange relations with the members of the 4-H network under the Key Leader System (KLS), they would probably be more likely to implement the KLS. Furthermore, if the CESs had already implemented the KLS, the likelihood of maintaining the system would be dependent on realizing rewards in their exchange relations with the members of the network under the KLS. Five variables were used as measures of the CESs' rewards which might result from an exchange relation between the CESs and the other network members. These included the following: (1) a reduction in the amount of time the CESs would be required to spend on 4-H activities; (2) a role change deemed favorable by the CESs; (3) enhanced MBR retention rates; (4) an improvement in the quality of MBRs' projects; and (5) enhanced volunteer leader retention. Each of these variables will be discussed in order.

First, KLS CESs reported spending more rather than

less time with 4-H related people since having implemented the KLS in their counties. It was assumed that the KEYs would reduce the amount of time required for the CESs to work with Organizational Leaders (ORGs) and 4-H members (MBRs). Although the CESs no longer spent as much time with ORGs and MBRs, they now have an additional two network members with whom to spend time.

Second, the CESs did not report any significant changes in their roles in the 4-H programs in their counties. One quarter of the survey respondents reported that they did not believe that their roles had changed in any appreciable way as a result of appointing Project Leaders (PROs). They stated that there were parents of MBRs and other persons in the community who served as "resident experts" in some of the project areas. Although not officially designated as KEYs, these "resident experts" had served in the roles of KEYs even before the implementation of the KLS. When they were officially appointed as KEYs, the role of the CES remained unchanged.

The ORGs who were interviewed reflected the same viewpoint. They stated that there were parents and Junior Leaders in their clubs who served as "resident experts" in some of the project areas. The ORGs were reluctant to designate these people as official PROs because these parents and Junior Leaders were hesitant to be obligated to the task. The ORGs believed that these people were more

than willing to assist the MBRs but did not want to feel compelled to do so.

In several instances, the ORGs served also as PROs or as "resident experts." In the case of the non-KLS-ORGs, 13 percent were also "resident experts." This compares with 27 percent of the KLS-ORGs who were also PROs. Although the difference between these two percentages was not great, it does suggest that ORGs serve both in administrative and information dissemination roles. Some of the ORGs interviewed noted some difficulty in soliciting parental involvement in the 4-H club. When the decision was made to appoint PROs, they found it difficult to recruit volunteers. All that remained was for them to accept an additional position. Thus, the KLS did not change the role of the CESs, but only increased their official workloads.

Third, there was no overall statistically significant difference between the non-KLS CESs and the KLS CESs with regard to their belief in the KLS's impact on membership retention. Neither group believed that the KLS would be effective in retaining MBRs. In the case of the Extension Home Economists, over 60 percent of the non-KLS Home Economists believed that the KLS would have an impact on enhancing membership retention. Only about 12 percent of the KLS Home Economists held the same belief. Use of the KLS actually served to dissipate the belief. During an interview, one Home Economist stated that the KLS does not

enhance retention of membership, but it does not hurt it either. Thomas & Znaniecki (1918) observed that whatever a person believes to be true will come to fruition in its consequences. Whether or not the KLS serves to enhance membership retention is less important than the fact that it is not perceived by the CESs to do so. Thus, membership retention cannot be considered one of the rewards derived by the CESs in an exchange relations with the KEYs.

Fourth, the CESs' did not believe the KLS would have a pronounced impact on MBRs' projects. A pronounced difference was noted for the Extension Home Economists. Whereas slightly less than half of the KLS Home Economists believed that the KLS would have an impact on improving the quality of MBRs' projects, nearly 90 percent of the non-KLS Home Economists held this belief. The actual experiences of the KLS Home Economists were less positive than the anticipated experiences of the non-KLS Home Economists. Furthermore, improved project quality was not a reward which the CESs anticipated to be gained from an exchange relation with the network members under the KLS.

When asked what they believed to be the benefits of the KLS, 34 percent of the CESs stated that one major benefit was an improvement in project information dissemination to the MBRs. Twenty-eight percent of the CESs stated that the KLS aided in the dissemination of project information to the PROs and ORGs. As a result, the MBRs

receive more current information about their projects.

Fifth, neither the KLS CESSs nor the non-KLS CESSs believed that the KLS would enhance volunteer leader retention. Thus, volunteer retention was not a reward which the CESSs derived or expected to derive from an exchange relation with the network members under the KLS.

By implementing the KLS in their counties, the CESSs could expect the possibility of spending more time on 4-H matters, have no change in role, not necessarily improve project quality, and not necessarily enhance the retention rates for either the MBRs nor the volunteer leaders. Why, then, would they choose to implement the system? To answer this question, one must extend the exchange network beyond the county-level and include the district- and state-levels. See Figure 2. The CESSs are responsible to their District Supervisors to provide the best possible service to the counties in which they are assigned. If the State 4-H Office or one of the Extension Subject Matter Specialists suggests an "improved" method of serving the people in the county, the CESSs feel an obligation to voluntarily comply. Although the State 4-H Office and the Extension Specialists have no authority to direct the CESSs to implement a particular program, they can "strongly suggest" it to the District Supervisor. One County Agent who was interviewed intimated that non-compliance with one of the State 4-H Office's new programs would not be viewed favorably by the

District Supervisor. Thus, although the CES did not perceive a benefit with compliance, he did perceive a cost with non-compliance.

It must be noted that the 4-H program is not entirely a voluntary organization. The ORGs, KEYs, and PROs are volunteers, but the CESs and others further up in the hierarchy are paid staff. Although the ORGs, KEYs, and PROs have a relatively large degree of freedom to choose how they will work in their respective positions, they are limited by the paid staffs' decisions. Failure to comply with the decisions of the paid staff may be costly. Thus, both the benefits as well as the costs incurred in exchange relations must be taken into consideration.

One of the County Agents stated that, compared with his relationship with the Extension Specialists, somewhat of an antagonistic relationship existed between himself and the State 4-H Office. The Extension Subject Matter Specialists did not give the CESs program directives. Rather, they offered information, special emphases which varied from year to year. For example, they may emphasize treating a particular weed problem with a particular chemical. The next year they may emphasize planting a particular crop using a new method. The State 4-H Office, on the other hand, gives directives on how to run programs. The effect is additive. Rather than changing an emphasis, they add a new program or activity each year. Thus, over time, the

State 4-H Office has vastly increased the workload of the CES leaving little time for his or her other responsibilities. The County Agent's resentment could stem from the fact that his loss of autonomy was being viewed as a cost over and above any benefit he may derive from the programs offered by the State 4-H Office.

2. Hypothesis 2: The ORGs' choice to appoint PROs is associated with the perceived value of rewards in the exchange relations with the PROs.

If the ORGs anticipated rewards in an exchange relation with the PROs, they would be more likely to implement the KLS. If the ORGs had already implemented the KLS, the likelihood of maintaining the system would be dependent on realizing rewards in their exchange relations with the PROs.

Four variables were selected as measures of the value of rewards derived by the ORGs as a result of their relationships with the PROs. These included the following: (1) perceived favorable role changes; (2) enhanced MBR retention rates; (3) improved quality in MBRs' projects; and (4) "close working relationships" with the PROs.

First, when perceived favorable role changes were used as a measure of reward, it was found that about 25 percent of the KLS ORGs reported they had experienced no real change in their roles as leaders of 4-H clubs. The same percentage of non-KLS ORGs reported that they did not

anticipate any role change in their work as ORGs. Perhaps part of this lack of role change was due to the fact that for about 22 percent of the non-KLS ORGs and 14 percent of the KLS ORGs the KLS "hadn't gotten off of the ground yet." In other words, the KLS was only in the initial stages of implementation in these counties it too soon to determine how their 4-H program would be affected by the structural change.

Both CESs and ORGs held each other responsible to provide primary impetus for implementing the KLS. Several ORGs stated that they were unaware of what the KLS was all about. The CESs had not informed them of the system. Others stated that they were waiting for the CESs to direct them to appoint PROs. On the other hand, several CESs believed that there was no need to give serious attention to the KLS unless the ORGs requested it. One non-KLS County Agent remarked that he would not stifle the KLS in his county if the volunteer leaders told him they really wanted to use it. He would encourage anything the volunteer leaders wanted to try. He felt that maintaining a 4-H program "just required finding a few enthusiastic leaders".

Whenever the KLS was implemented in a county, it was always the CESs who implemented it without a request from the volunteer leaders. For example, when the Home Economist in one county heard of a national meeting on the KLS four years ago, she discussed it with the CESs from adjacent

counties. Together with the State 4-H Office staff, they agreed to select and send volunteers to the national meeting to see if the KLS would be appropriate for their counties. She stated, "I initiated the KLS in my county because I believed in it. I did not wait for the ORGs to ask me for it."

Regarding the second measure of reward, MBR retention rates, only slightly over half of the KLS ORGs and non-KLS ORGs reported a belief that MBRs would be more likely to stay in 4-H as a result of the KLS. There was no statistically significant relationship between implementation of the structural change and belief in enhanced membership retention.

When asked what they thought to be the benefits of being an ORG, 80 percent of the ORGs stated that they "enjoyed working with young people." Only 20 percent said that they sought "self-satisfaction" or "personal development." This suggests that the major rewards the ORGs find in their volunteer work are relational in nature. When asked what they found to be the costs of being an ORG, 48 percent of the ORGs reported "time" as a major cost. "Monetary costs" were cited as a major cost by 42 percent of the ORGs.

Third, despite the fact that 67 percent of the non-KLS ORGs and 78 percent of the KLS ORGs believed the KLS would improve the quality of the MBRs' projects, the

relationship between implementation of the structural change and belief in improved project quality was not statistically significant.

To this point, attention has been focused on the actors' subjective beliefs about the effect the KLS has had on improving the quality of MBRs' projects. Quality of projects may be seen as completion of a project to the point of exhibiting it in the County Achievement Days and possibly in the South Dakota State Fair.

Data were collected from the 1981 and 1984 South Dakota State Fairs on the number of Foods & Nutrition exhibits and Arts & Crafts exhibits entered from each county. The Foods & Nutrition project area was selected because it is one of the projects most often taken by MBRs and because it has had KEYs since 1981. At least 80 percent of all South Dakota counties had appointed KEYs in the project area by 1985. The Arts & Crafts project was selected because it, too, was a major project area. However, unlike the Foods & Nutrition project area, the Arts & Crafts project area was not one of the projects under the KLS for which KEY training had been provided on the state level. Both project areas were usually under the Extension Home Economists' supervision.

The number of exhibitors in each of these project areas was compared using the 1981 and 1984 State Fair statistics. It was anticipated that the KLS would have had

an effect in increasing the number of Foods & Nutrition exhibits while the number of Arts & Crafts exhibits would have remained unchanged. Figure 9 depicts the average number of exhibits from each county in the two project areas

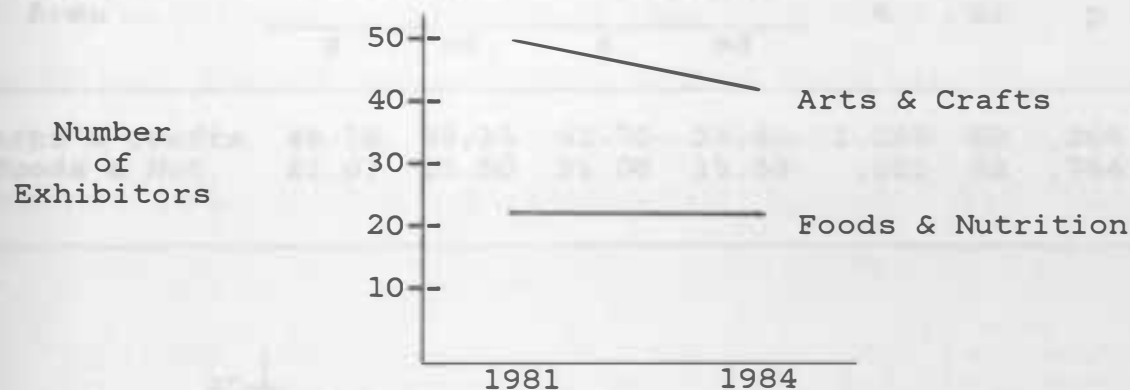


Figure 9. Average number of Arts & Crafts and Foods & Nutrition exhibits per county at the South Dakota State Fair, 1981 and 1984.

for 1981 and 1984.

The average number of Arts & Crafts exhibits per county decreased from 48 to 44 whereas the average number of Foods & Nutrition exhibits per county remained the same at 21 for the two years. These changes were not, however, statistically significant. See Table 25.

The second method of defining quality of projects was an increase in the number of purple ribbons awarded to the exhibitors in a particular project at the State Fair. Figure 10 illustrates the average number of ribbons by color per county which were awarded at the State Fair for Arts & Crafts projects and for Foods and Nutrition projects in 1981

Table 25. Average number of exhibits per county at the State Fair in Arts & Crafts and Foods & Nutrition, 1981 and 1984.

Project Area	1981 State Fair		1984 State Fair		t	df	p
	x	sd	x	sd			
Arts & Crafts	48.14	29.15	43.70	31.49	1.107	62	.269
Foods & Nut.	21.67	13.30	21.08	15.53	.301	62	.764

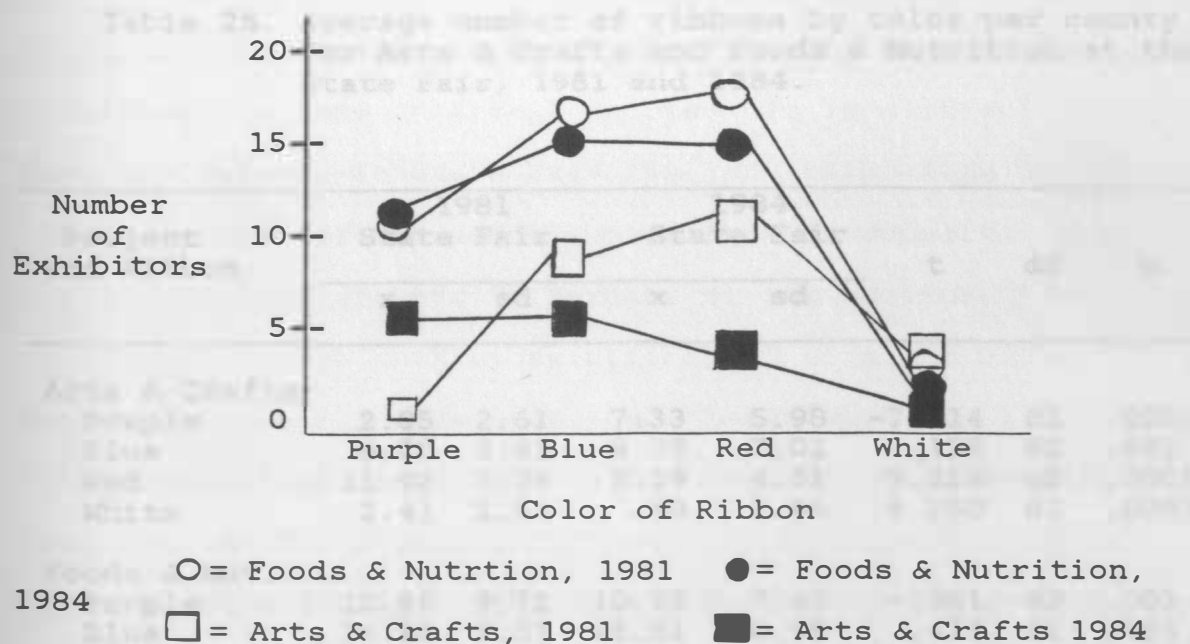


Figure 10. Average number of ribbons by color per county in Arts & Crafts and Foods & Nutrition at the State Fair, 1981 and 1984.

and 1984.

The increase in the average number of purple ribbons

per county for Foods & Nutrition from two to seven was statistically significant ($t=-7.014$; $df=62$; $p=.001$). Also statistically significant was the decrease in the average number of red ribbons from 11 to 5 ($t=9.218$; $df=62$; $p=.0001$) and white ribbons from 2 to less than 1 ($t=5.25$; $df=62$; $p=.0001$). The average number of ribbons by color per county for the Arts & Crafts exhibits remained unchanged between 1981 and 1984 with the exception of red ribbons. See Table

Table 26. Average number of ribbons by color per county for Arts & Crafts and Foods & Nutrition at the State Fair, 1981 and 1984.

Project and Ribbon	1981		1984		t	df	p
	State Fair		State Fair				
	x	sd	x	sd			
<hr/>							
Arts & Crafts							
Purple	2.05	2.61	7.33	5.98	-7.014	62	.0001
Blue	8.20	5.81	8.08	7.01	.138	62	.891
Red	11.42	7.34	5.19	4.31	9.218	62	.0001
White	2.41	2.54	.48	1.46	5.250	62	.0001
Foods & Nut.							
Purple	10.55	9.72	10.92	7.47	-.381	62	.703
Blue	16.48	9.07	15.81	10.99	.474	62	.635
Red	18.64	13.16	15.02	13.43	2.024	62	.044
White	2.47	2.95	1.95	3.80	.990	62	.323

26.

MBRs were surveyed as to how many projects they completed and exhibited at County Achievement Days. MBRs

with PROs exhibited an average of 1.5 more projects at Achievement Days than did MBRs with no PROs. MBRs with PROs exhibited an average of 7.5 projects compared with the average of 6.0 projects of the MBRs without PROs ($t=2.468$; $df=62$; $p=.014$). Thus, there is evidence that the KLS is having an impact on improving the quality of projects. This is not necessarily in terms of increasing the number of completed projects but in terms of increasing the number of purple ribbons awarded and decreasing the number of red and white ribbons awarded. It must be noted, however, that there is a Subject Matter Specialist in the area of Foods & Nutrition but none in Arts & Crafts. It is difficult to say that the changes in State Fair results are because of the KLS or because of the additional extension support.

Fourth, whereas 75 percent of the non-KLS ORGs reported a "close working relationship" with the PROs, 100 percent of the KLS ORGs described their "working relationship" with the PROs as "close." It is surprising that the non-KLS ORGs reported ANY "working relationship" with the PROs at all. They were offered a response category of "Our club does not have Project Leaders." Thirteen of the non-KLS ORGs and three of the KLS ORGs marked that category. There may be at least two factors which may account for this. First, there was a lack of understanding on the part of the ORGs about what is meant by the term "Project Leader."

During the course of group interviews, several ORGs made written notes to themselves regarding their own interest in appointing PROs in their clubs. Many of them stated that there were already "resident, undesignated experts in their clubs, none of whom had been officially appointed as PROs. Some of these ORGs intended to appoint PROs in the future. One ORG was confused even by her own title. She asked, "When you say 'Organizational Leader', do you mean 'Club Leader?'"

A second factor involves the notion of the extended structure of the 4-H exchange network. Although parents and the spouses of volunteer leaders are not part of the official organizational structure, they play a vital role in 4-H clubs. Older MBRs ("Teen Leaders") and other persons in the community with an interest in 4-H ("Activity Leaders" and "Resource Leaders") may also play a vital role in a 4-H club but are not necessarily a part of the organizational structure. Activity Leaders are volunteers from the local community, often parents of MBRs, who provide guidance and leadership for 4-H activities designed to enhance the learning and development of the MBRs. Examples of activities include achievement shows, fashion revues, share-the-fun night, educational programs, parties, and community service events. Resource Leaders are volunteers from the local community, often professionals, teachers, and business persons, who provide training and demonstrations on topics

pertaining to the MBRs' projects.

These leaders are members which form an extended network from the immediate network. In many cases, they provide the same services which the PROs are to provide. For example, they are available primarily as guest speakers to the ORGs on an as-needed basis. If this is true, the 4-H network structure must be extended from that depicted in

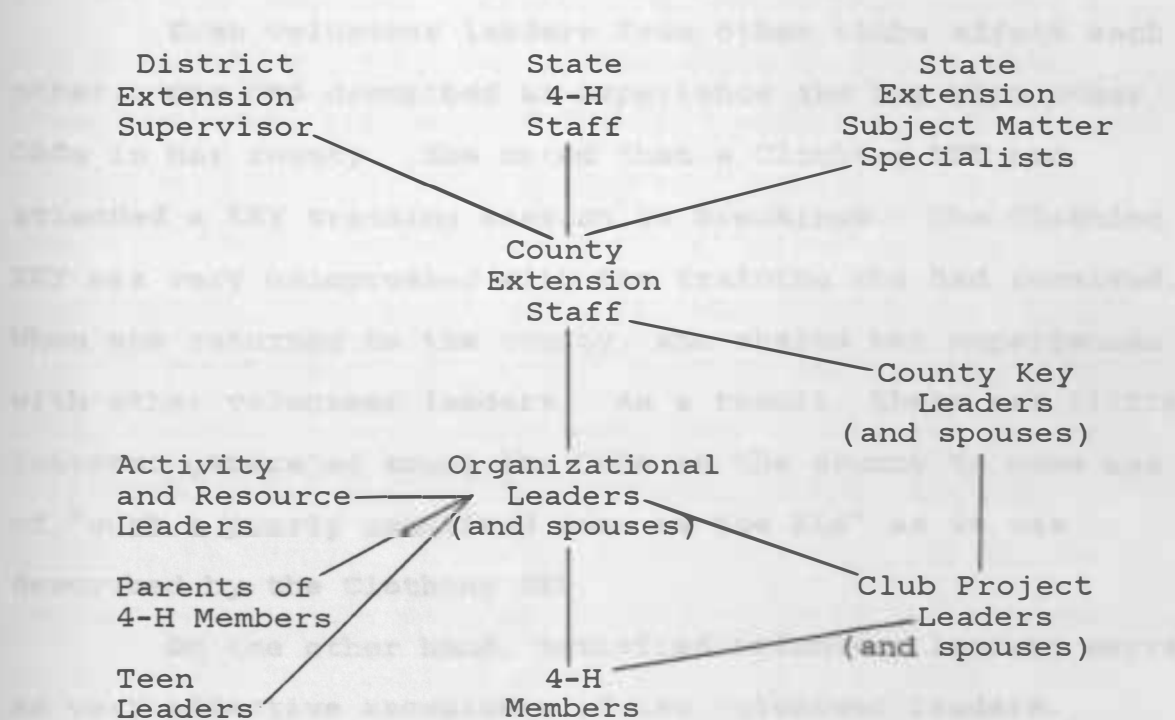


Figure 11. County-level 4-H Organizational Structure Under the Key Leader System.

Figure 2 to the one depicted in Figure 11.

To understand the behavior of the actors in an exchange network, the actors in both the immediate network and the actors in the extended network must be considered. The relationships which exist between the actors in the

immediate network and the extended network affect the behaviors of each other. In the present study, the CESSs, ORGs, KEYs, PROs, and MBRs made up the immediate network. The District Extension Supervisor, State 4-H Staff, Subject Matter Specialists, Activity and Resource Leaders, Teen Leaders, parents, and spouses had an impact on the dynamics of the immediate network.

Even volunteer leaders from other clubs affect each other. One ORG described an experience she had with other ORGs in her county. She noted that a Clothing KEY had attended a KEY training session in Brookings. The Clothing KEY was very unimpressed with the training she had received. When she returned to the county, she shared her experiences with other volunteer leaders. As a result, there was little interest generated among the ORGs in the county to make use of "such a poorly conceived idea as the KLS" as it was described by the Clothing KEY.

On the other hand, satisfied volunteer leaders serve as very effective recruiters of new volunteer leaders. Whereas 13 percent of the ORGs were recruited by CESSs, 57 percent of them were encouraged by other volunteer leaders to become ORGs. Twenty-seven percent of the ORGs volunteered at the encouragement of the MBRs and nine percent of them volunteered at their spouses' requests. The extended network had an impact even on other parts of the extended network.

C. Objective 2. Exchange Relations and Accomplishment of KLS Objectives.

1. Hypothesis 3: The more rewarding are the exchange relations, as perceived by the volunteer leaders, between themselves and the other actors in the exchange network, the greater will be their retention plans.

Three variables were used as measures of the rewards derived from exchange relations by the various members in the exchange network with other members in the network. These included: (1) network members' belief in enhanced MBR retention rates; (2) network members' belief in improved quality of MBRs' projects; and (3) a "close working relationship" with other exchange network members.

First, about 90 percent of both the ORGs and the PROs intended to serve again next year regardless of their belief about the KLS's effect on membership retention. However, 95 percent of the KEYs who held this belief and 85 percent of the KEYs who did not hold this belief intended to remain in their volunteer position again next year. Thus, there was a statistically significant relationship between belief in the KLS's effectiveness for membership retention and intention to serve again next year only for the KEYs.

Second, 90 to 96 percent of both the ORGs and the PROs intended to serve again next year regardless of their belief about the KLS's effect on the quality of MBRs' projects. That compared with the 94 percent of the KEYs who

held this belief and the 80 percent who did not hold this belief and yet intended to serve as KEYs again next year. Thus, there was a statistically significant relationship between belief that the KLS will improve the quality of MBRs' projects and the intent to serve again next year only for the KEYs and not for the ORGs and PROs.

Third, for neither the ORGs nor the PROs was there a statistically significant relationship between their "working relationships" with other network members and their retention plans. However, there was a significant relationship between the KEYs' "working relationships" with the CESSs, ORGs, and PROs and the KEYs' retention plans. Commenting on the retention plans of non-KLS ORGs, one interviewee commented, "ORGs without PROs are more likely to keep on being an ORG next year because they believe they 'must' stay on or the club will fold. They think that if they don't serve as the ORG, who will?"

4-H is a "family affair." For the MBRs, 4-H frequently requires not only their participation, but that of their parents as well. For the volunteer leaders, the spouses are also very much involved in 4-H. ORGs and PROs are more likely to have their own children enrolled in 4-H than are the KEYs. Whereas 69 percent of the KEYs have children in 4-H, 80 percent of the ORGs and 88 percent of the PROs have children enrolled in 4-H. The spouses of ORGs are involved in an average of 2.36 4-H activities. This

compares with an average of 2.00 and 1.42 activities for the spouses of the PROs and KEYs respectively. Whereas 20 percent of the non-KLS ORGs' spouses served as another 4-H leader, nearly 60 percent of the KLS ORGs' spouses served as another 4-H leader. These spouses usually served in the capacity of PROs. The spouses' activities range from co-leadership to assisting with special events, helping to plan and conduct meetings, helping individual MBRs with their projects, preparing lunches, and providing transportation for the MBRs.

Further illustration of the family networks' relation to the 4-H network is the MBRs' responses to parental involvement in 4-H. Nearly 99 percent of the MBRs surveyed said that their parents participated in some way in the 4-H program. Over 89 percent of the MBRs' parents provided transportation. Nearly 89 percent of them helped with the MBRs' projects and 78 percent helped to serve lunches for the MBRs at their monthly meetings. Nearly 31 percent of the parents were ORGs and 24 percent were PROs. Another 16 percent served in such miscellaneous activities as Achievement Days or State Fair workers, bake sale workers, and party organizers.

The heavy involvement of "4-H families" may help to retain many volunteer leaders regardless of any structural change. With 94 percent of the ORGs, 90 percent of the PROs, and 90 percent of the KEYs intending to continue

serving as volunteer leaders, the role of the family outside of the 4-H context may have the primary impact on retention.

Exchange networks exist on more than one plane. The controlled laboratory experiments using Exchange Network Analysis (e.g., Cook, et al., 1983) have concentrated only on one plane. Their experimental subjects usually did not have relationships with each other prior to becoming involved as an actor in the experimental exchange network. They rarely established relationships with other actors during the experiment. Few of them intended to continue the relationship once the experiment was completed.

In real life settings, just the opposite is true. Those who enter a situation where exchange relations develop often have had on-going relationships in the past. These previous relationships affect how the new ones take place. For example, the ORG may ask one of the MBR's parents to serve as a PRO. The PRO has access to MBRs only through the ORG as depicted in Figure 12. But, in the case of the parent/PRO, the PRO has access to the MBR aside from the ORG. Thus, the parent/PRO's relationship with the MBR exists on the parent-child plane as well as on the PRO-MBR plane. This is depicted in Figure 13.

Blau & Scott (1962) describe organizations as having both formal and informal components. They suggest that the informal component of an organization may have a greater impact on the organization's accomplishments than what the

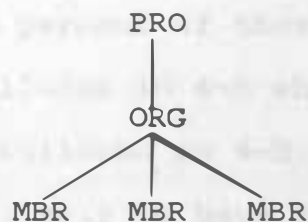


Figure 12. ORG Mediates PROs Exchange Relations with the MBRs.

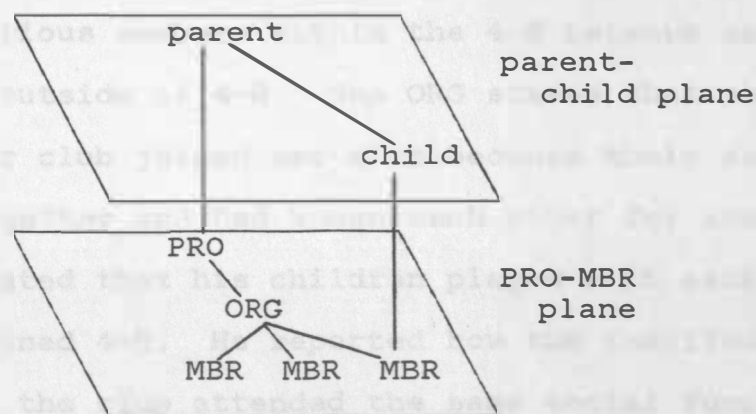


Figure 13. Relationship of two actors on two network planes.

formal component may have. In the case of volunteer organizations, the informal component (such as the parent-child plane) may have a greater impact on the exchange relations in the 4-H club than will the formal component (such as the PRO-MBR plane).

Johnson (1976) surveyed 97 volunteer 4-H leaders in New Mexico who had discontinued their service after one year and 41 volunteer leaders who persisted as leaders for six

years. He noted that 28 percent of those who discontinued their involvement had children in 4-H whereas 70 percent of those who continued had children in 4-H. Those who continued are also more likely to have spouses in the 4-H program. Continuing volunteers knew their agents better and conferred with them more often. These findings would support the idea that relationships outside the 4-H network enhance the relationships inside the 4-H network.

The various members within the 4-H network engage in relationships outside of 4-H. One ORG stated that the children in her club joined her club because their families lived close together and had known each other for some time. Another ORG stated that his children played with each other before they joined 4-H. He reported how the families represented in the club attended the same social functions, same churches, and had known each other outside of the 4-H context.

The present study was designed to consider the exchange relationships that existed only on the formal 4-H network plane. By concentrating only on this one plane, Exchange Network Analysis fails to account for the behavior which occurs on that plane. Actors' behavior in a network cannot be fully understood without considering the actors in both the immediate and extended network. This notion was described under Hypothesis 2 above. Furthermore, actors' behavior in a network cannot be fully understood without

considering the exchange relations the actors maintain on planes other than the one in question.

2. Hypothesis 4: PROs' power is inversely related to ORGs' retention plans.

The total number of activities for which PROs were responsible in a 4-H club was used as a measure of the PROs' power. There was no statistically significant correlation between this measure of PROs' power and the ORGs' retention plans.

It was assumed that the addition of PROs in the 4-H exchange network at the club level would dilute the power base of the ORGs. As a result, they would be less likely to maintain their power positions in the club. It was assumed that, by "sharing" the MBRs, the potential existed for the MBRs to gravitate from the authority of the ORG to that of

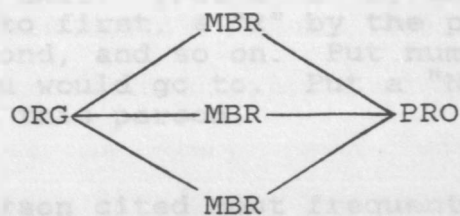


Figure 14. Potential for dilution of ORG's power as a result of using PROs.

the PRO as shown in Figure 14.

Although the potential for a dilution of the ORG's power to the PROs may continue to exist, it apparently has

not been actualized. The ORGs continued to be the center of authority in 4-H clubs and served to direct much of the PROs' activity. As a result, the ORGs were able to prevent the dilution of power. Figure 12 above depicts the structure which emerged on the club level as a result of implementing the KLS. The PROs had access to the MBRs only through the ORG. The ORGs served to coordinate and direct the PROs' activities as well as gave legitimacy to them. Where no PROs had been officially appointed, parents frequently served in the same capacity as the PROs. Even then, the parent/PRO accessed the MBRs through the ORG.

Do PROs really threaten the ORG's position of power in the 4-H club by drawing MBRs away from the ORG? Each MBR was asked the following question on page 255 of Appendix F.

Imagine that you needed some help on your 4-H project. Who would you go to first? Who would you go to next? (Put a "1" by the person you would go to first, a "2" by the person you would go to second, and so on. Put numbers by all the people you would go to. Put a "NA" if you would not go to this person.

The person cited most frequently as the first choice to whom the MBR would go was "Mother." The second, third, and fourth choices were "Father", "Organizational Leader", and "Brother or Sister." The order of these choices was the same whether the MBR had a PRO or not. If the MBR had a PRO, the order of the next three choices was the "Project Leader", "County Agent", and "Teen Leader." If the MBR did

not have a PRO, the order of the next three choices was "County Agent", "Teen Leader", and "Project Leader."

Whether there were officially designated PROs in the club or not, the ORG's position was not challenged by the PRO. The fact that the PRO's access to the MBR was through the ORG seemed to prevent the PRO's usurpation of the ORG's power. That MBRs without PROs would rank PROs at all is an example of the existence of "undesigned, resident expert " in clubs where PROs had not officially been appointed.

Not only did the potential exist for a dilution of the ORG's power, the potential was there as well for the dilution of the CES's power. It would be possible for the KEYs, who have received training from the State 4-H Staff and from the State Extension Subject Matter Specialists, to go to them for information circumventing the CESs. However, this did not necessarily happen. When the KEYs were asked to whom they turned when in need of information, 75 percent of them reported that they turned "often" or "very often" to the Extension Home Economist and 65 percent of them reported that they turned "often" or "very often" to the County Agent. Only 10 percent and 15 percent of the KEYs turned to the State 4-H Staff or the Subject Matter Specialists respectively "often" or "very often."

It is unlikely that the KEYs will circumvent the CESs in favor of the state-level staff in the future. In

the past, the CESSs have emphasized a "coordinator or expeditor of educational programs" role. Now, the Acting Dean of Agriculture and Biological Sciences has directed the CESSs to emphasize the role of "educator" (Battaglia, 1985).

The CESSs received the following instructions from their

Dean:

"However the field staff must do more than reside in the county, nurture their supporters, and coordinate activities. This is the Cooperative Extension Service, whose mission it is to be the informal education arm of the Land Grant University. Education implies teaching. CES workers are educators and they must return to active teaching" (Battaglia, 1985:11).

This reemphasis on teaching as the primary role of the CESSs may well serve to strengthen the exchange monopoly between the CESSs and the KEYS.

3. Hypothesis 5: The number of MBRs in a 4-H club is directly related to the ORGs' retention plans.

There was no correlation between the number of MBRs in a 4-H club and the ORGs' retention plans. ORGs were responsible to coordinate the administrative tasks of their clubs as well as to provide guidance for the MBRs in their projects. Clubs in which a larger number of MBRs were enrolled would most likely have a wider variety of project areas represented. It would be unlikely that the ORG would be knowledgeable in all these project areas. A large number of MBRs would necessitate soliciting assistance from an

Assistant-ORG, a spouse, or PRO(s). Even with this assistance, the ORG's political dominance in the club was not diluted. That was probably because the activities of the other actors in the club-level exchange network continued to be coordinated by the ORG.

Figure 11 depicts the club-level exchange network. The PRO could equally as well be a parent, spouse, or PRO whose access to the MBRs is through the ORG. Since most clubs had "undesigned, resident experts" who served in the capacity of PROs, it stands to reason that no major differences were found between those clubs which have officially designated PROs and those which do not. Whether the ORG had appointed PROs or not, the vast majority of ORGs still intend to retain their volunteer positions next year.

4. Hypothesis 6: The number of MBRs in a 4-H club is directly related to the number of PROs appointed in that club.

A statistically significant relationship was noted between the number of MBRs enrolled in the 4-H clubs and the number of PROs which had been appointed there ($p=.012$). As the number of MBRs in a club increased, the amount of time required of the ORG also increased. Without some degree of assistance, the ORG's tasks in a club with many MBRs and a multitude of project areas would be totally unmanageable for one person. Assistance was needed. The ORGs would usually solicit assistance from his or her spouse and from parents

of the MBRs. As more assistance was required, more actors were drawn in to the exchange network. Regarding the additional actors, two comments are offered.

First, the additional actors may be parents who had become PROs. They had access to the MBRs through the ORG. See Figure 12. They also had access to the MBRs on a plane other than that of the PRO-MBR plane. That is the child-parent plane. See Figure 13.

One KEY expressed her satisfaction with the KLS because it included even more parents in the 4-H network. She described one club in her county that had at one time refused to allow parents to participate in the club's meetings or activities. She said, "When the club's meetings were held, the parents were asked to leave and the doors were shut. The ORG did not want any parental 'interference.' Parents were interested in 4-H only because they wanted to help their own child." A KEY observed, "Under the KLS, more parents are involved in a team effort to serve 'our children.'" The objective was no longer to ignore the parent-child plane's impact on the 4-H network. Rather, the objective was to use it.

Second, it is possible for an actor to hold more than one position in an exchange network. For example, about 22 percent of the County Agents and 10 percent of the Home Economists served as ORGs. Twenty-five percent of the KLS ORGs also served as PROs while 13 percent of the non-KLS

ORGs indicated that they themselves fill the role of PROs. In addition to their role as ORGs, about 20 percent of the ORGs serve as a KEY for the county. Twenty-six percent of the PROs reported that they serve in the capacity of ORGs. They serve less frequently as KEYs (7.35%). About 52 percent of the KEYs stated that they are also ORGs and 35 percent stated that they also serve as PROs. Interestingly, nine KEYs (4.39%) stated that they were currently MBRs!

In such cases, the dynamics of the county-level network would most likely be altered. In the case of the CES who is also a KLS ORG, the CES must of necessity play only an ORG role when working as an ORG. To do otherwise would draw criticism from the other ORGs in the county. When such a situation was described to ORGs during an interview, they were critical of it. They believed that it would offer an unfair advantage to the MBRs in the CES's club. The CES would have direct access to the MBRs in his or her club whereas the MBRs in other clubs would have the ORG as an intermediary. This situation is illustrated in Figure 15.

In the case of the KEYs who serve also as PROs, unfair advantage may again be a potential criticism. A number of KEYs stated that one of the main reasons they decided to become KEYs was to use the information to benefit their own children. When this occurred, there would be interaction on both the parent-child plane and on the

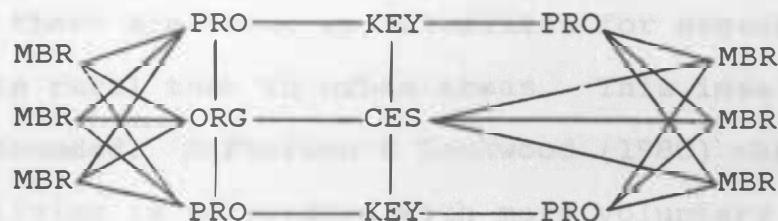


Figure 15. CES's relationship with the other actors in two clubs when the CES is also the ORG of one of the clubs.

KEY/PRO-MBR plane. Furthermore, the KEY has direct access

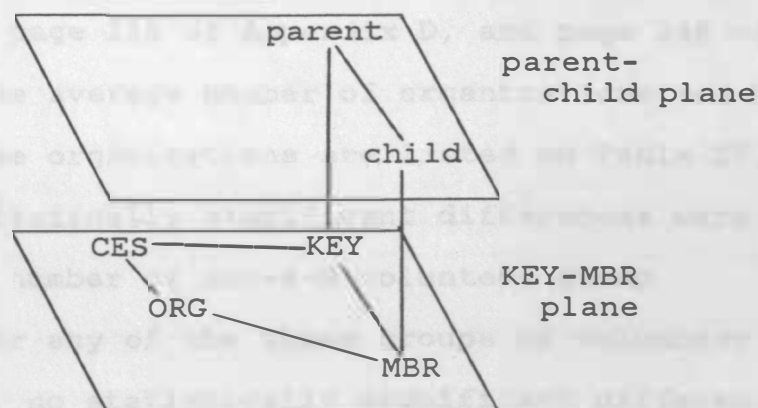


Figure 16. Relationship between KEY and MBR when KEY is a PRO and a parent of the MBR.

to the MBRs without the PRO as a mediary. See Figure 16.

7. Hypothesis 7: The more rural is the volunteer leaders' residence, the greater will be their retention plans.

No statistically significant relationship were found between the residences of the ORGs, KEYs, PROs, or MBRs and their retention plans. This hypothesis was based on the

notion that there are fewer opportunities for organizational activities in rural than in urban areas. This idea was probably unfounded. McPherson & Lockwood (1980) observed that rural living is associated with more voluntary group affiliations than is urban living.

The volunteer leaders were asked in how many voluntary organizations, other than 4-H, were they involved. They were also asked how many hours per month they devoted to these organizations. These items are found on page 230 of Appendix C, page 238 of Appendix D, and page 248 of Appendix E. The average number of organizations and hours devoted to these organizations are listed on Table 27.

No statistically significant differences were found in the average number of non-4-H volunteer group affiliations for any of the three groups of volunteer leaders. Also, no statistically significant differences were found in the average number of hours per month these people devoted to volunteer group affiliations.

D. Objective 3. Exchange Relations and Attitudes Toward the KLS.

Hypothesis 8: the more rewarding are the exchange relations, as perceived by the volunteer leaders and the CESs, between themselves and the other members in the exchange network, the more positive will be their attitude toward the KLS.

The variables which served as measures of the

Table 27. Average number of voluntary group affiliations (other than 4-H) and average number of hours per month devoted to these groups for ORGs, KEYs, and PROs by residence.

Variable and Group	Urban Residence		Rural Residence		t	df	p
	x	sd	x	sd			
Average Number of Organization							
ORGs	5.00	1.91	3.60	1.98	1.752	53	.086
KEYs	6.00	7.22	4.99	7.04	.599	169	.550
PROs	3.25	1.50	4.08	4.88	-.334	40	.740
Average Number of Hours per Organization							
ORGs	21.71	14.88	16.25	21.54	.644	53	.522
KEYs	16.05	14.49	17.65	14.93	-.454	174	.651
PROs	14.25	10.40	13.97	18.62	.029	39	.977

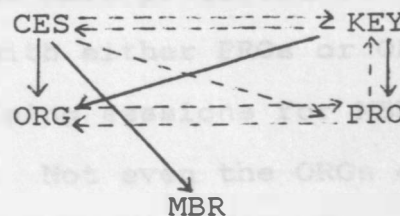
rewards derived by members of the 4-H exchange network from other members included: (1) a belief that the KLS will be effective in enhanced membership retention; (2) a belief that the KLS will improve the quality of MBRs' projects; and (3) a "close working relationship" with some of the other members in the exchange network.

First, a statistically significant relationship between a belief that the KLS will be effective in enhancing the retention of MBRs and a favorable attitude toward the KLS was found only for the KEYs ($p=.001$). No such relationship was found for ORGs or PROs.

Second, a statistically significant relationship was

found between the belief that the KLS will be effective in improving the quality of MBRs' projects and a favorable attitude toward the KLS for the ORGs ($p=.001$), KEYs ($p=.001$), and CESs ($p=.015$). No such relationship was found for the PROs.

Third, a statistically significant relationship was noted between a "close working relationship" and a favorable attitude toward the KLS in four cases. These included the CESs' reported relationships with the ORGs ($p=.005$) and with the MBRs ($p=.015$), and the KEYs' reported relationships with the PROs ($p=.003$) and with the ORGs ($p=.012$). No other "working relationships" were related to attitudes toward the KLS. Figure 17 depicts which of the CESs' and KEYs' "working relationships" were related to their favorable



_____ related to a favorable attitude
 - - - - - not related to a favorable attitude

Figure 17. "Working Relationships" of the CES and KEY Which Were Related to Their Favorable Attitudes Toward the KLS.

attitudes toward the KLS.

Traditionally, relationships have existed between

the CESSs, ORGs, and MBRs. One ORG (who serves also as a KEY) pointed out that "MBRs would probably go to thier own ORGs before they would consult with a KEY...They would go to the CES next."

A set of relationships is beginning to be formed between the KEYs, PROs, and ORGs. Ideally, the KEYs are to disseminate information to the PROs. Where none have been designated, ORGs frequently attend training sessions sponsored by the KEYs. Said one KEY concerning her observations on the selection of PROs, "The responsibility to select a PRO falls on the back of the 'good old ORG.' If he can't find someone to be a PRO, he either attends training himself or just throws up his hands and does nothing."

Some of the KEYs preferred to work directly with MBRs rather than with either PROs or ORGs. One KEY stated, "We have held training sessions for MBRs because there are no PROs to attend. Not even the ORGs come to the training sessions...First hand information is more valuable than second hand information. This is why KEYs go directly to MBRs. It eliminates the middle people."

As was pointed out in Hypothesis 3, the exchange relations which exist between the actors in a network outside of that network may be equally, if not more, potent in determining retention plans than the relations which exist in the network. This was not necessarily the case

with the actors' attitudes toward structural change. The attitudes toward structural change seemed to be very much related to the exchange rewards the actors derive from that network.

CHAPTER VII. SUMMARY AND CONCLUSION

A. Summary of the Study.

As the structure of voluntary organizations change, the network of relationships in those organizations are affected. The rewards which the members of voluntary organizations derive as a result of relationships with each other may also change. Should these changes not be favorable for the members or should the changes be other than what the members expected, their attitudes toward the change, their work satisfaction, and their retention plans may all decline.

To determine the impact of structural change on a voluntary organization, the Key Leader System being implemented by the South Dakota 4-H program was analyzed. The Key Leader System added two additional members into the county- and club-level 4-H networks. These additional members were the County Key Leaders and the Club Project Leaders. The objective of the Key Leader System was to improve the project information disseminated to the 4-H members. It was anticipated that the quality of the 4-H members' projects would improve and the retention rates of the 4-H members and volunteer leaders would increase as a result of implementation of the new structure. As a result of adding new members to the network, the rewards exchanged

between the members in the network were affected.

The study lent itself as a test of Richard M. Emerson's exchange network analysis. The basic units of analysis in exchange network analysis are the exchange relations which develop between the actors in a network. The actors may be individuals, groups, or both. By noting the positions actors hold and the resources they have available for exchange, power, dependence, and commitment may be predicted. Based on exchange network analysis, eight hypotheses were formulated.

The hypotheses were tested with survey and interview data from the County Extension Staff, volunteer leaders, and 4-H members around the state of South Dakota. A total of 90 County Extension Staff, 205 Key Leaders, 68 Project Leaders, 75 Organizational Leaders, and 657 4-H members responded to an extensive survey. Individual and group interviews were conducted with 11 County Extension Staff, 13 Key Leaders, two Project Leaders, 20 Organizational Leaders, and four 4-H members. The number of ribbons awarded to project exhibitors at the South Dakota State Fair was also tabulated.

The value of rewards in exchange relations was measured by: (1) the actor's belief in the Key Leader System's ability to improve the retention rates of volunteer leaders and 4-H members; (2) the actors' belief in the Key Leader System's ability to enhance the quality of 4-H

members' projects; (3) the Key Leader System's ability to decrease the amount of time Extension Staff are required to spend on 4-H matters; and (4) the "working relationships" with the other actors in the network. Relationships were sought between these variables and the implementation of the Key Leader System and attitudes toward it.

A relationship was found between the number of 4-H members enrolled in the 4-H clubs and the number of Project Leaders appointed in those clubs. There was also a relationship observed between the measures of rewards in exchange relations and the attitudes of the County Extension Staff and the Key Leaders regarding the Key Leader System. This finding is particularly important in relation to exchange network analysis. The decision to implement the Key Leader System was less a voluntary option than was originally thought. The County Extension Staffs' and Organizational Leaders' decisions to implement the Key Leader System was largely dependent on state-level decisions. As a result, attitudes toward the structural change would be strongly influenced by the network's exchange relations. Implementation of structural changes may be less affected by anticipated exchange relations. Thus, actors' attitudes provide a better test of exchange network analysis than would their behaviors.

Several of the study's findings were contrary to what was originally expected. This was due primarily to the

fact that there was so little consistency among the counties regarding what constituted implementation of the Key Leader System and what defined a Key Leader and Project Leader. No relationships were found between these variables as measures of exchange relations and the implementation of the Key Leader System. No relationships were observed between these variables as measures of exchange relations and the attitudes toward the Key Leader System. No relationships were noted between these variables as measures of exchange relations and the retention plans of the volunteer leaders. No relationship was found between the Project Leaders' power and the Organizational Leaders' retention plans. There was no relationship observed between the number of 4-H members in the clubs and their Organizational Leaders' retention plans. No relationships were noted between residence and the retention plans of the volunteer leaders.

B. Implications of the Study.

At least three refinements of exchange network analysis are implied by the findings of this study. First, extended networks have an impact on the immediate network. The present study intended to analyze the exchange relations of an immediate network consisting of five actors. However, networks do not exist in a vacuum. The actors in a network more than likely have exchange relations with other actors outside the immediate network who share an interest in the

workings of the immediate network.

In the case of 4-H networks, the State Extension Subject Matter Specialists, the State 4-H Staff, and the District Supervisors maintained an exchange relation with the County Extension Staff. The County Extension Staffs' decisions to implement the Key Leader System may have been influenced as much by the state-level network as they were by the county-level network.

Other voluntary organizations may have similar experiences. The operations and dynamics at the volunteers' level may be affected more by their supervisor's relationship with the board of directors than by their relationship with their supervisor.

A second implication of this study is the notion of planes of networks. A person who engages in social relations with a wide variety of people will probably be a member of several networks with these same people. If the same people are members of several similar networks, their exchange relations in any one network will be affected by their exchange relations in other networks. In this study, it was observed that the exchange relations which existed on the parent-child plane affected the exchange relations on the 4-H club plane.

The idea of planes of networks should be useful in understanding the network dynamics in other voluntary organizations. For example, lay officers in churches are

usually volunteers. They establish exchange relations as they serve together on committees, on boards, and in the functioning of the church. These same individuals may also participate together in other networks in their communities such as in business and professional settings. The non-church network exchange relations may have a tremendous impact on the exchange relations which develop in the church network.

A third implication of the study involves those individuals who "wear more than one hat" in a voluntary organization. The same individual may play multiple roles in the network. It is not uncommon for a volunteer to serve both as a volunteer worker and as a volunteer supervisor at the same time. Such was the case for many of the 4-H volunteer leaders. They frequently served as Organizational Leaders and as Key Leaders or as Project Leaders.

The effectiveness of such individuals seems to depend on their ability to play roles appropriate to the situation and to switch roles as the situation dictates. To fail to play appropriate roles is to invite criticism of their behavior. Conflict of interest and role conflict would be a constant possibility.

Thus, three concepts pertaining to exchange network analysis are proposed as having implications resulting from this study. Extended networks affect the immediate network. Various network planes will influence each other. An actor

playing many roles in the same network will affect that network's dynamics.

C. Limitations of the Study.

At least three limitations of the study must be noted. First, although the study purported to apply to voluntary organizations in general, only the South Dakota 4-H program was sampled. While the Extension Service makes considerable use of volunteers, the network dynamics among these volunteers may not be completely representative of all other voluntary organizations. For example, the clientele of 4-H volunteer leaders usually includes their own children. This is also the case with some other voluntary organizations such as Boy Scouts and Girl Scouts. It is less frequently the case with volunteer workers in organizations such as the March of Dimes or crisis telephone counseling services. 4-H does not represent those voluntary organizations whose staff is composed entirely of volunteers. The organization is directed by paid staff although the direct services are primarily the work of volunteers.

With 54 percent of the population of South Dakota living in rural areas, the state is not representative of all states in the country. Despite an attempt by 4-H to shed its rural image, the organization continues to attract primarily a rural clientele. As of 1983, 54 percent of the

youth participating in 4-H nationwide lived in towns under 10,000 population, on farms, or in the open country. As a result, the study may be limited to voluntary organizations in more rural areas.

A second limitation of the study is the low sample size among some of the groups in the 4-H network. For example, there were only 68 Project Leaders who responded to the survey and only two who participated in interviews. Although many of the other types of volunteer leaders do serve as Project Leaders and although there is still a question regarding official designation of Project Leaders, these numbers do require that the findings be qualified.

A third limitation of the study is the difficulty of categorizing counties, clubs, County Extension Staff, and volunteer leaders as having implemented or not having implemented the Key Leader System. There is wide variation in the degree to which the Key Leader System has actually been implemented. In some cases, several Key Leaders have been appointed by the County Extension Staff and are expected to train the Project Leaders who have been officially appointed by each of the Organizational Leaders. On the other hand, cases exist where only a minimal number of Key Leaders have been appointed by the Extension Staff but no Project Leaders have been officially appointed.

Most of the counties in the state are represented on a continuum which lies somewhere between these two extremes.

Nevertheless, the present study dealt with implementation of the Key Leader System as if it were a dichotomous variable -- KLS and non-KLS. This dichotomy does not portray the variety of degrees in the implementation of structural change.

D. Suggestions for Future Research.

The topic of voluntary groups continues to be a vital area for research. As volunteers are used by an increasing number of organizations, an understanding of volunteer network dynamics requires additional attention. Suggestions for future research stem from the present study.

First, more refined measures of rewards derived from exchange relations need to be developed. The variables used in this study to measure the rewards derived from exchange relations between network members only partially tapped how valuable the members perceived the rewards to be. Such refinement would be important to further develop exchange network analysis. Refinement of these measures would allow more detailed investigation into the effect of extended networks on immediate networks. It would foster research on the ways one network plane influences another. It would make research more precise as to how one person may serve a voluntary organization by playing more than one role in it.

A second suggestion for future research involves the types of networks which may develop in the same voluntary

"Hustlers 4-H Club"	"Plodders 4-H Club"
Rotates ORGs and other volunteer leaders on a systematic basis.	Leadership revolves around one ORG.
All parents are involved in club's activities. ORG asks for and receives parental involvement.	Very little parental involvement. ORG does not ask for parental involvement but complains about lack of it.
Frequent use of PROs.	Little, if any, use of PROs.
Innovative programs and encouragement of new projects.	Traditional programs and little encouragement of new projects.
Relationship-oriented leadership: energetic and enthusiastic.	Task-oriented leadership: burned out and lethargic.
Diffusion of power, non-dictatorial.	Centralized power, dictatorial.

Figure 18. Two Types of 4-H Clubs.

organization. While conducting the interviews, two distinct types of 4-H clubs emerged. Between these club types, there were differences in the dynamics of the networks and in the exchange relations between the actors. See Figure 18.

In the first type of club, the "Hustlers 4-H Club", a decentralized power structure was observed. Leadership was rotated among the parents in the club and new parents were actively encouraged to participate. In the second type of club, the "Plodders 4-H Club", power was centralized in one person who had been with the club over an extended period of time. This person did not solicit parental involvement resulting in very little parental participation in the club. Interestingly, the leader of one such club complained about lack of parental participation! Research needs to be conducted as to the exchange relationships that exist in these two types of clubs, how they develop as they did, and how their effectiveness compares.

Relationships between people are the very fabric of social networks. Exchange of rewards serve as the threads weaving people together in networks. As the organizational structure of social networks is changed, so too is the pattern of exchange between these people. The United States is a country of volunteers. With the increasing use of volunteers, it becomes even more essential that the exchanges in relationships among the networks of volunteers be understood. It is through such understanding that organizational goals may be accomplished and volunteer satisfaction be enhanced.

SOLI DEO GLORIA.

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APPENDIX A

I. Intrinsic Rewards From Volunteer Work. (Rewards pertaining to the subjective meaning of the work to the volunteer.)

A. Stressing One's Other-Orientation.

1. Opportunity to be of service to people less fortunate than me.
2. Opportunity to think less of myself and more of others.

B. Self-Development, Learning, and Variety in Life.

3. Opportunity to do something interesting and unusual which adds variety to my life.
4. Opportunity to learn how to deal with people.
5. Taking responsibilities.
6. Opportunity to learn new skills.

C. Opportunity for Social Interaction.

7. Opportunity to take part in an assignment in which other volunteers are participating.
8. Opportunity to meet new people.
9. Opportunity to share my ideas, opinions, and problems with others.
10. Opportunity to get out of the house.

D. Fulfilling an Obligation.

11. Opportunity to fulfill and obligation to the community.

12. Opportunity to do important work.

13. Opportunity to practice my religious beliefs.

E. Social Recognition.

14. Opportunity to be part of an important organization in the community.

15. Opportunity to be appreciated by my family members.

16. Opportunity to be appreciated by my friends and neighbors.

F. Connection to Paid Work.

17. Opportunity to be engaged in an activity which is similar to paid work.

18. Testing possibilities of a career in the health field.

19. Testing possibilities of paid employment.

20. Forming contacts that might help my own or my spouse's business or work.

II. Extrinsic Rewards for Volunteer Work. (Rewards over which the employing agency has control.

A. Learning and Self-Development.

1. Training.
2. Professional supervision.
3. Having informal contacts with staff members.
4. Being consulted by professional staff about a patient I work with.

B. Social Interaction with Other Volunteers.

5. Having informal contact with other volunteers at work.
6. Annual dinner or luncheon.
7. Lounge for volunteers.

C. Symbols of Social Recognition.

8. Receiving a certificate or a letter of appreciation for my services.
9. Pin.
10. Receiving an award for the organization to which I belong.
11. Having my picture in the paper.

D. Praise.

12. Receiving praise for my work by the volunteer co-ordinator.
13. Receiving praise for my work by the superintendent.

14. Receiving praise for my work by the professional staff (doctors, nurses).

E. Authority.

15. Supervising other volunteers.

16. Uniform.

APPENDIX B

COUNTY EXTENSION
STAFF FORM

4-H LEADERSHIP SURVEY

With this form the Extension worker can get a good idea of what the youth in his county think and feel about the 4-H program. The form is filled out by asking the youth a series of questions. The questions are on the back of the form.

The purpose of this survey is to find out how the youth in your county feel about the 4-H program. The survey is filled out by asking the youth a series of questions. The questions are on the back of the form. The survey is filled out by asking the youth a series of questions. The questions are on the back of the form.

The survey is filled out by asking the youth a series of questions. The questions are on the back of the form. The survey is filled out by asking the youth a series of questions. The questions are on the back of the form.



What do you think about the 4-H program?

What do you think about the 4-H program? The survey is filled out by asking the youth a series of questions. The questions are on the back of the form. The survey is filled out by asking the youth a series of questions. The questions are on the back of the form.

What do you think about the 4-H program?

- (1) Good
- (2) Fair
- (3) Poor

What do you think about the 4-H program?

What do you think about the 4-H program?

What do you think about the 4-H program?

- (1) Yes
- (2) No



COUNTY EXTENSION STAFF FORM

4-H LEADERSHIP SURVEY

4-H has been an important experience in the lives of many of our youths. 4-H could not have this kind of impact without you, the volunteer leader. You play a vital role in making 4-H a successful experience for our youths.

The purpose of this survey is to find out how we can make 4-H an even better experience for our youths. But, we need your help. Please fill out this survey as completely as you can. DO NOT put your name on the survey. Please avoid placing your answers on the lines on the left side of the survey. These lines are for scoring purposes only.

Your answers will be compiled with those of other 4-H volunteer leaders from around the state. The results will be used by the State 4-H Office and your County Extension Staff to make 4-H an even better experience for our youths. Thank you for helping to make the best better!



Here are some terms you should know.

Organizational Leaders are the local adult 4-H club leaders. Project Leaders are selected by the Organizational Leaders to work at the club level with 4-H members who are taking certain projects. Key Leaders have been selected by the County Extension Staff to provide ideas to the Project Leaders working with individual 4-H members on their projects. County Extension Staff members are the County Agent and Extension Home Economist in your county.

- ____ 7-9. What County Extension Staff position do you hold?
- ____ (1) County Agent
- ____ (2) Extension Home Economist
- ____ (3) Other (Please specify) _____
- ____ 10-11. What is the total number of years you have been a County Extension Staff Member?
- _____
- ____ 12-13. What is your age? _____
- ____ 14. What is your sex?
- ____ (1) Male
- ____ (2) Female

What background have you had with 4-H? (If a category does not apply to you, write "NA" under number of years.)

I was a ...	For how many years?
Collegiate 4-H member	
4-H member	
Organizational leader	
Other (Please specify below)	

Comments?

On what basis did you select 4-H Key Leaders for the various project areas? (Rank the following items in order of importance with "1" being the most important. Write "NA" if the item was Not Applicable.)

- | | |
|--------|---|
| 25. | Previous 4-H experience |
| 26. | An academic background in the project area |
| 27. | Personal experience in the project area |
| 28. | A successful business in the project area |
| 29. | A respected member in the county |
| 30. | Has volunteered his or her services |
| 31. | Has demonstrated leadership ability |
| 32. | Has demonstrated teaching ability |
| 33. | Seems to have time available to be a Key Leader |
| 34. | Seems to be good at working with people |
| 35-37. | Other (Please specify) _____ |

Comments?

To date, how many Key Leaders do you have in each of the following areas?

Area	Number
Beef	
Clothing	
Foods and Nutrition	
Home Economics	
Horse	
Horticulture	
Photography	
Sheep	
Other (Please specify)	

How would you rate the training the State 4-H Staff and State Extension Specialists provided to the Key Leaders?

___ 58.

- ___ (1) Outstanding
 ___ (2) Very good
 ___ (3) Average
 ___ (4) Poor
 ___ (5) Very poor
 ___ (6) The State 4-H/Extension staff did not train our Key Leaders

Comments?

During the course of a month, how many hours do you now spend working with each of the following persons under the 4-H Key Leader system?

Persons	Number of hours
Key Leaders	
Project Leaders	
Organizational Leaders	
4-H Members	
Others (Please specify below)	

___ 59-60.

___ 61-62.

___ 63-64.

___ 65-66.

___ 67-70.

Comments?

During the course of a month, how many hours did you spend in the past working with each of the following persons before the 4-H Key Leader system was initiated?

Persons	Number of hours
Organizational Leaders	
4-H Members	
Others (Please specify below)	

___ 1-2.

___ 3-4.

___ 5-8.

Comments?

___ 9-10.

How do you think the Key Leader system has affected your role in the 4-H program?

11-12. If you believe your role in the 4-H program has changed as a result of the Key Leader system, how do you feel about this role change?

13. How do you think the system of using County Key Leaders and Project Leaders has affected the retention of 4-H members?

- ☐ (1) It has been a great help in the retention of 4-H members.
- ☐ (2) It has been a moderate help in the retention of 4-H members.
- ☐ (3) It has been a slight help in the retention of 4-H members.
- ☐ (4) It has had no effect on the retention of 4-H members.
- ☐ (5) It has had a harmful effect on the retention of 4-H members.

Comments?

14. How do you think the system of using County Key Leaders and Project Leaders has affected the 4-H members' projects?

- ☐ (1) It has been a great help to 4-H members' projects.
- ☐ (2) It has been a moderate help to 4-H members' projects.
- ☐ (3) It has been a slight help to 4-H members' projects.
- ☐ (4) It has had no effect on 4-H members' projects.
- ☐ (5) It has had a harmful effect on 4-H members' projects.

Comments?

15. How do you think the system of using County Key Leaders and Project Leaders has affected the 4-H program's ability to retain volunteer leaders?

- ☐ (1) It has been a great help in retaining 4-H volunteer leaders.
- ☐ (2) It has been a moderate help in retaining 4-H volunteer leaders.
- ☐ (3) It has been a slight help in retaining 4-H volunteer leaders.
- ☐ (4) It has had no effect on retaining 4-H volunteer leaders.
- ☐ (5) It has had a harmful effect on retaining 4-H volunteer leaders.

Comments?

16. In general, how would you describe your relationship with the Key Leaders?

- ☐ (1) We have a very close working relationship.
- ☐ (2) We have a good working relationship.
- ☐ (3) We have an adequate working relationship.
- ☐ (4) We have a less than adequate working relationship.
- ☐ (5) We have a very poor working relationship.
- ☐ (6) We do not have Key Leaders in our county.

Comments?

17. In general, how would you describe your relationship with the Project Leaders?

- ☐ (1) We have a very close working relationship.
- ☐ (2) We have a good working relationship.
- ☐ (3) We have an adequate working relationship.
- ☐ (4) We have a less than adequate working relationship.
- ☐ (5) We have a very poor working relationship.
- ☐ (6) We do not have Project Leaders in our county.

Comments?

18. In general, how would you describe your relationship with the Organizational Leaders?

- ☐ (1) We have a very close working relationship.
- ☐ (2) We have a good working relationship.
- ☐ (3) We have an adequate working relationship.
- ☐ (4) We have a less than adequate working relationship.
- ☐ (5) We have a very poor working relationship.

Comments?

19. In general, how would you describe your relationship with the 4-H club members?

- ☐ (1) We have a very close working relationship.
- ☐ (2) We have a good working relationship.
- ☐ (3) We have an adequate working relationship.
- ☐ (4) We have a less than adequate working relationship.
- ☐ (5) We have a very poor working relationship.

Comments?

20-21. What have you found to be the benefits of the Key Leader system in the 4-H program?

22-23. What have you found to be the problems of the Key Leader system in the 4-H program?

APPENDIX C

24.

Based on your experiences, what would you like to see the State 4-H leadership do with the Key Leader system?

- ☐ (1) Expand it to all other project areas.
- ☐ (2) Expand it to some other project areas.
- ☐ (3) Keep it as it is.
- ☐ (4) Drop parts of the Key Leader system.
- ☐ (5) Drop the system all together.

Comments?

25.

Based on your experiences, what do you think you will do with the Key Leader system in your county?

- ☐ (1) Expand it to all other project areas.
- ☐ (2) Expand it to some other project areas.
- ☐ (3) Keep it as it is.
- ☐ (4) Drop parts of the Key Leader system.
- ☐ (5) Drop the system all together.

Comments?

26-27.

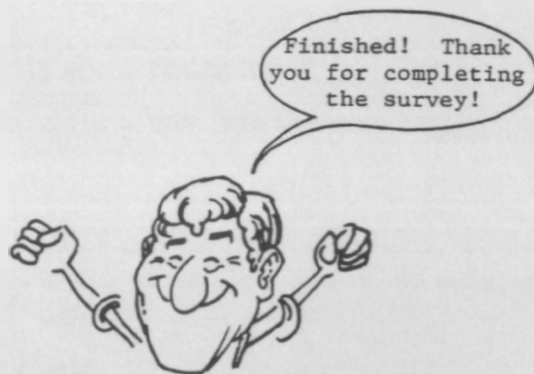
If the Key Leader system is kept, I would like to see it changed in the following ways?

28-29.

What other comments do you have regarding the Key Leader system?

30-31.

Optional: In which county do you work? _____





Organizational Leader's Form

4-H LEADERSHIP SURVEY

4-H has been an important experience in the lives of many of our youths. 4-H could not have this kind of impact without you, the volunteer leader. You play a vital role in making 4-H a successful experience for our youths.

The purpose of this survey is to find out how we can make 4-H an even better experience for our youths. But, we need your help. Please fill out this survey as completely as you can. DO NOT put your name on the survey. It is to be completely anonymous. Please avoid placing your answers on the lines on the left side of the survey. These lines are for scoring purposes only.

Your answers will be compiled with those of other 4-H volunteer leaders from around the state. The results will be used by the State 4-H Office and your County Extension Staff to make 4-H an even better experience for our youths. Thank you for helping to make the best better!



Here are some terms you should know.

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6-7.

In which county is your 4-H club located?

8-9.

How many 4-H members are in your club?

10-12.

What type of club do you lead?

(1) Multiple projects club.

(2) Project club specializing in _____

(Example: horse)

(3) Short term project club specializing in _____

(Example: computers)

Comments?

13.

What is the highest grade or year in school you completed?

(1) Elementary School

(2) 8th Grade

(3) Some High School

(4) 4 Years of High School

(5) Some College

(6) Bachelors Degree

(7) Graduate Studies

- ____ 14-15. If you completed college, what was your college major?

- ____ 16. In what size of a community do you live?
 ____ (1) City (10,000 people or more)
 ____ (2) Town (2,500 people to 9,999 people)
 ____ (3) Small Town (less than 2,500)
 ____ (4) Farm, outside of city limits
 ____ (5) Non-farm, outside of city limits
- ____ 17. What is your occupation? (Please be specific.)

- ____ 18. What is your age?

- ____ 19. What is your sex?
 ____ (1) Male
 ____ (2) Female
- ____ 20. What is your marital status?
 ____ (1) Single
 ____ (2) Married
 ____ (3) Other (Please specify) _____
- If you are married, what role does your spouse play in your 4-H club?
 (✓ all that apply.)
- ____ 21-23. ____ 4-H leader. Please specify type _____
 ____ 24. ____ Helps with special events.
 ____ 25. ____ Helps plan and conduct meetings.
 ____ 26. ____ Helps individual 4-H members with their projects.
 ____ 27. ____ Prepares lunch for meetings.
 ____ 28. ____ My spouse isn't involved with 4-H activities.
 ____ 29-31. ____ Other. (Please specify) _____
 ____ 32. ____ I'm not married.
- Comments?
- ____ 33-35. Do you have children in 4-H?
 ____ (1) Yes (How many? _____)
 ____ (2) No
- Comments?
- ____ 36. If you have children in 4-H, do you think that you will continue to be involved even after they are no longer in 4-H?
 ____ (1) Yes
 ____ (2) No
 ____ (3) I don't have children.
 ____ (4) I don't have children in 4-H.
- Comments?

Please describe the involvements you now have or have had with 4-H.

Involvement	Currently? (<input checked="" type="checkbox"/> all that apply)	Past? (<input checked="" type="checkbox"/> all that apply)	Number of Years	Specialty
37-42. 4-H Organizational Leader				
43-48. 4-H Member				
49-54. 4-H County Key Leader				
55-60. 4-H Project Leader				
61-66. Other? Please Specify.				

Comments?

67-68.

What have you found to be the benefits or rewards of being an Organizational Leader?

69-70.

What have you found to be the costs (monetary and non-monetary) of being an Organizational Leader?

How did you decide to become an Organizational Leader?
(☒ all that apply.)

1.

I was in 4-H and have always wanted to be an Organizational Leader.

2.

My children encouraged me to become an Organizational Leader.

3.

My spouse encouraged me to become an Organizational Leader.

4.

Another 4-H leader encouraged me to become an Organizational Leader.

5.

I volunteered to the County Extension Staff to be an Organizational Leader.

6.

The County Extension Staff asked me to be an Organizational Leader.

7-9.

Other. (Please specify) _____

Comments?

As a result of being an Organizational Leader, how do you believe your skills have been developed? (Please ☒ the amount of development for each skill area.)

	Skill Area	No change	Only slightly developed	Moderately developed	Greatly developed	Very greatly developed
10.	Leadership					
11.	Self-confidence					
12.	Human relations					
13.	Public speaking					
14.	Organizational skills					
15.	Ability to work with youth					
16-18.	Other (Please specify below)					

Comments?

What kinds of Project Leaders (or other individuals designated to assist with project leadership) are in your club? (☒ all that apply.)

19. ☐ Beef
20. ☐ Clothing
21. ☐ Foods and Nutrition
22. ☐ Home Economics
23. ☐ Horse
24. ☐ Horticulture
25. ☐ Photography
26. ☐ Sheep
- 27-29. ☐ Other (Please specify) _____
30. ☐ We do not have any Project Leaders in our club.

Comments?

If you have Project Leaders, how do you use them in your 4-H club?
(✓ all that apply.)

- ☐ 31. They conduct demonstrations at regular club meetings for all 4-H members.
☐ 32. They conduct demonstrations at project meetings at which only 4-H members in that project attend.
☐ 33. They conduct project meetings to help 4-H members in that project to work on their projects.
☐ 34. They provide help and training to 4-H members on a one-to-one basis.
☐ 35. They provide help and training to 4-H members at the members' homes.
☐ 36-37. Other (Please specify) _____
☐ 38. They do not do any training.
☐ 39. We do not have Project Leaders.

Comments?

How would you rate the training the Project Leaders provided to 4-H members? (✓ only one box for each aspect of training.)

Aspects of training	Excellent	Good	Average	Fair	Poor	Comments?
40. Day and time selected for training						
41. Number of training sessions						
42. Usefulness, practicality of the training						
43. Clarity, understandability of the instructor						
44. Materials, handouts						
45. Amount of information provided at each session						
46. Other (Please specify)						

___ 47-48. How do you think the Key Leader system has affected your role in the 4-H program?

___ 49-50. If you believe your role in the 4-H program has changed as a result of the Key Leader system, how do you feel about this role change?

___ 51. In general, how would you describe your relationship with the Project Leaders?

- ___ (1) We have a very close working relationship.
- ___ (2) We have a good working relationship.
- ___ (3) We have an adequate working relationship.
- ___ (4) We have a less than adequate working relationship.
- ___ (5) We have a very poor working relationship.
- ___ (6) Our club does not have Project Leaders.

Comments?

___ 52-53. What have you found to be the benefits of the Key Leader system in the 4-H program?

___ 54-55. What have you found to be the problems of the Key Leader system in the 4-H program?

___ 56. How do you think the system of using County Key Leaders and Project Leaders has affected 4-H members' projects?

- ___ (1) It has had a great effect on improving the quality of 4-H members' projects.
- ___ (2) It has had a moderate effect on improving the quality of 4-H members' projects.
- ___ (3) It has had only a slight effect on improving the quality of 4-H members' projects.
- ___ (4) It has had no effect on improving the quality of 4-H members' projects.
- ___ (5) It has a harmful effect on improving the quality of 4-H members' projects.

Comments?

57.

How do you think the system of using County Key Leaders and Project Leaders has affected the retention of 4-H members?

- ☐ (1) It has been a great help in the retention of 4-H members.
- ☐ (2) It has been a moderate help in the retention of 4-H members.
- ☐ (3) It has been a slight help in the retention of 4-H members.
- ☐ (4) It has had no effect on the retention of 4-H members.
- ☐ (5) It has had a harmful effect on the retention of 4-H members.

Comments?

58.

How do you think the system of using County Key Leaders and Project Leaders has affected the 4-H program's ability to retain Organizational Leaders?

- ☐ (1) It has been a great help in retaining Organizational Leaders.
- ☐ (2) It has been a moderate help in retaining Organizational Leaders.
- ☐ (3) It has had no effect on retaining Organizational Leaders.
- ☐ (4) It has had a negative effect on retaining Organizational Leaders.
- ☐ (5) It has had a very negative effect on retaining Organizational Leaders.

Comments?

59.

Based on your experiences, what would you like to see happen to the Key Leader system? Why?

- ☐ (1) Expand it to all other project areas.
- ☐ (2) Expand it to some other project areas.
- ☐ (3) Keep it as it is.
- ☐ (4) Drop parts of the Key Leader system.
- ☐ (5) Drop the system all together.

Comments?

60.

Based on your present experiences, would you consider being an Organizational Leader again next year?

- ☐ (1) Definitely yes.
- ☐ (2) Probably yes.
- ☐ (3) Probably no.
- ☐ (4) Definitely no.

Comments?



APPENDIX A

Please describe the involvements you have with different voluntary organizations. Do not include your job.

Type of Organization	With how many groups are you involved?	Approximately how many hours per month do you spend with the organizations?
61-64. 4-H (Organizational Leader, Committee Member, etc.)		
65-68. Social services (like volunteer counseling centers, senior citizens center, etc.)		
1-4. Community Service clubs (like JayCees, Elks, etc.)		
5-8. Religious groups (church, Bible study group, etc.)		
9-12. Business/Professional Associations (American Medical Association, S.D. Education Association, etc.)		
13-16. Farm groups (NFO, Grange, etc.)		
17-20. Educational groups (book club, craft club, etc.)		
21-24. Political groups (Teen-Age Republicans, Young Democrats, etc.)		
25-28. Military groups (VFW, American Legion, National Guard, etc.)		
29-32. Youth groups (like YMCA, Scouts, etc.)		
33-36. Sports/recreational groups (like Little League Baseball, etc.)		
37-40. Other? (Please specify)		

Comments?

41-42. What other comments do you have about the 4-H Key Leader system?



You've made it! Thank you for completing the survey.

APPENDIX D



County Key Leader's Form

4-H LEADERSHIP SURVEY

4-H has been an important experience in the lives of many of our youths. 4-H could not have this kind of impact without you, the volunteer leader. You play a vital role in making 4-H a successful experience for our youths.

The purpose of this survey is to find out how we can make 4-H an even better experience for our youths. But, we need your help. Please fill out this survey as completely as you can. DO NOT put your name on the survey. Please avoid placing your answers on the lines on the left side of the survey. These lines are for scoring purposes only.

Your answers will be compiled with those of other 4-H volunteer leaders from around the state. The results will be used by the State 4-H Office and your County Extension Staff to make 4-H an even better experience for our youths. Thank you for helping to make the best better!



Here are some terms you should know.

Organizational Leaders are the local adult 4-H club leaders. Project Leaders are selected by the Organizational Leaders to work at the club level with 4-H members who are taking certain projects. Key Leaders have been selected by the County Extension Staff to provide ideas to the Project Leaders working with individual 4-H members on their projects. County Extension Staff members are the County Agent and Extension Home Economist in your county.

7-8.

In which project area are you a Key Leader?

- ☐ (1) Beef
- ☐ (2) Clothing
- ☐ (3) Foods and Nutrition
- ☐ (4) Home Economics
- ☐ (5) Horse
- ☐ (6) Horticulture
- ☐ (7) Photography
- ☐ (8) Sheep
- ☐ (9) Other

9.

In what size of a community do you live?

- ☐ (1) City (10,000 people or more)
- ☐ (2) Town (2,500 to 9,999 people)
- ☐ (3) Small Town (less than 2,500 people)
- ☐ (4) Farm, outside of city limits
- ☐ (5) Non-farm, outside of city limits

10-11.

What is your occupation? _____

- 12-13. What is your age? _____
14. What is your sex?
 (1) Male
 (2) Female
15. What is the highest grade or year in school you completed?
 (1) Elementary School
 (2) 8th Grade
 (3) Some High School
 (4) 4 years of High School
 (5) Some College
 (6) Bachelors Degree
 (7) Graduate Studies
- 16-17. If you completed a college degree, what was your college major?

18. What is your marital status?
 (1) Single
 (2) Married
 (3) Other (Please specify) _____
- If you are married in what ways is your spouse involved with 4-H?
 (✓ all that apply.)
- 19-21. 4-H Leader (Specify type) _____
22. Helps with special events
23. Helps plan and conduct meetings
24. Helps individual 4-H members with their projects.
25. Prepares lunch for meetings
- 26-28. Other (Please specify) _____
29. My spouse isn't involved with 4-H activities
30. I'm not married
31. Do you have any children in 4-H?
 (1) Yes
 (2) No
32. If you have children in 4-H, do you think that you will continue to be involved even after they are no longer in 4-H?
 (1) Yes
 (2) No
 (3) I don't have children
 (4) I don't have children in 4-H
- 33-35. How did you decide to become a Key Leader? (✓ all that apply.)
 (1) I volunteered to another 4-H Leader.
 (2) I volunteered to the County Extension Staff to take the position.
 (3) My County Extension Staff asked me to take the position.
 (4) Other (Please specify) _____

Please describe the involvements you now have or have had with 4-H.

	Involvement	Currently? (✓all that apply)	Past? (✓all that apply)	Number of Years	Specialty
36-41.	4-H Organizational Leader				
42-47.	4-H Member				
48-53.	4-H County Key Leader				
54-59.	4-H Project Leader				
60-65.	Other? Please specify below.				

Comments?

66-67. What have you found to be the benefits or rewards of being a Key Leader?

68-69. What have you found to be the costs (monetary or non-monetary) of being a Key Leader?

When you are in need of ideas for providing information to Project Leaders, to whom do you turn? (✓ appropriate box.)

	Person	Almost never	Very rarely	Sometimes	Often	Very often
1.	State 4-H Staff					
2.	State Extension Specialists					
3.	County Agent					
4.	Extension Home Economist					
5.	High School Teacher					
6.	Business Persons					
7-9.	Other (Please specify below)					

Comments?

How would you rate the training you received from the State 4-H Staff and Extension Specialists? (✓ only one box for each aspect of training.)

	Aspects of training	Excellent	Good	Average	Fair	Poor	Comments?
10.	Day and time selected for training						
11.	Number of training sessions						
12.	Usefulness, practicality of the training						
13.	Clarity, understandability of the instructor						
14.	Materials, handouts						
15.	Amount of information provided						
16-18.	Other (Please specify under Comments)						

19-20. About how many sessions or visits have you had with your Project Leaders for the purpose of training or distributing information?

21. How would you describe your relationship with the County Extension Staff?

- ☐ (1) We have a very close working relationship.
☐ (2) We have a good working relationship.
☐ (3) We have an adequate working relationship.
☐ (4) We have a less than adequate working relationship.
☐ (5) We have a very poor working relationship.

Comments?

___22.

In general, how would you describe your relationship with the Project Leaders in your project area?

- ___(1) We have a very close working relationship.
 ___(2) We have a good working relationship.
 ___(3) We have an adequate working relationship.
 ___(4) We have a less than adequate working relationship.
 ___(5) We have a very poor working relationship.

Comments?

___23.

In general, how would you describe your relationship with the Organizational Leaders?

- ___(1) We have a very close working relationship.
 ___(2) We have a good working relationship.
 ___(3) We have an adequate working relationship.
 ___(4) We have a less than adequate working relationship.
 ___(5) We have a very poor working relationship.

Comments?

How would you rate the training you provided to the Project Leaders?
 (✓ only one box for each aspect of training.)

Aspects of training	Excellent	Good	Average	Fair	Poor	Comments?
___24. Day and time selected for training						
___25. Number of training sessions						
___26. Usefulness, practicality of the training						
___27. Clarity, understandability of the instructor						
___28. Materials, handouts						
___29. Amount of information provided						
___30-32. Other (Please specify below)						

As a result of being a Key Leader, how do you believe your leadership skills have been developed? (Please ✓ the amount of development for each skill area.)

	Skill Area	No change	Only slightly developed	Moderately developed	Greatly developed	Very greatly developed
___ 33.	Leadership					
___ 34.	Self-confidence					
___ 35.	Human relations					
___ 36.	Public speaking					
___ 37.	Organizational skills					
___ 38.	Ability to teach adults					
___ 39-41.	Other (Please specify below)					

Comments?

___ 42-43. What have you found to be the benefits of the Key Leader system in the 4-H program?

___ 44-45. What have you found to be the problems of the Key Leader system in the 4-H program?

___ 46. How do you think the system of using County Key Leaders and Project Leaders has affected the 4-H program's ability to retain volunteer leaders?

- ___ (1) It has been a great help in retaining 4-H volunteer leaders.
 ___ (2) It has been a moderate help in retaining 4-H volunteer leaders.
 ___ (3) It has been a slight help in retaining 4-H volunteer leaders.
 ___ (4) It has had no effect in retaining 4-H volunteer leaders.
 ___ (5) It has had a harmful effect in retaining 4-H volunteer leaders.

Comments?

Please describe your involvements you have with different voluntary organizations. Do not include your job.

	Type of Organization	With how many groups are you involved?	Approximately how many hours per month do you spend with the organizations?
47-50.	4-H (Key Leader Committee Member)		
51-54.	Social services (like volunteer counseling centers, senior citizens center, etc.)		
55-58.	Community Service clubs (like JayCees, Elks, etc.)		
59-62.	Religious groups (church, Bible study group, etc.)		
63-66.	Business/Professional Associations (American Medical Association, S.D. Education Association, etc.)		
67-70.	Union groups (NFO, labor union, etc.)		
1-4.	Educational groups (book club, craft club, etc.)		
5-8.	Political groups (Teen-Age Republicans, Young Democrats, etc.)		
9-12.	Military groups (VFW, American Legion, National Guard, etc.)		
13-16.	Youth groups (like YMCA, Scouts, etc.)		
17-20.	Sports/recreational groups (like Little League Baseball, etc.)		
21-26.	Other? (Please specify below)		

Comments?

27.

How do you think the system of using County Key Leaders and Project Leaders has affected 4-H members' projects?

- ☐ (1) It has been a great help to 4-H members' projects.
☐ (2) It has been a moderate help to 4-H members' projects.
☐ (3) It has been a slight help to 4-H members' projects.
☐ (4) It has had no effect on 4-H members' projects.
☐ (5) It has had a harmful effect on 4-H members' projects.

Comments?

28.

How do you think the system of using County Key Leaders and Project Leaders has affected the retention of 4-H members?

- ☐ (1) It has been a great help in the retention of 4-H members.
☐ (2) It has been a moderate help in the retention of 4-H members.
☐ (3) It has been a slight help in the retention of 4-H members.
☐ (4) It has had no effect on the retention of 4-H members.
☐ (5) It has had a harmful effect on the retention of 4-H members.

Comments?

29.

Based on your experiences, what would you like to see happen to the Key Leader/Project Leader system?

- ☐ (1) Expand it to all other project areas.
☐ (2) Expand it to some other project areas.
☐ (3) Keep it as it is.
☐ (4) Drop parts of the Key Leader system.
☐ (5) Drop it all together.

Comments?

30.

Based on your present experiences, would you consider being a County Key Leader again next year? Why or why not?

- ☐ (1) Definitely yes
☐ (2) Probably yes
☐ (3) Probably no
☐ (4) Definitely no


Comments?

31-32.

What other comments do you have about the 4-H Key Leader system?

33-34.

OPTIONAL: In which county do you serve as a County Key Leader?



Finished! Thank you again for helping to "make the best better!"



Project Leader's Form

APPENDIX E

4-H LEADERSHIP SURVEY

The purpose of this survey is to determine the degree of need of the project leader and to determine the degree of need of the project leader. The survey is designed to be a guide for the project leader in determining the degree of need of the project leader.

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Survey Form

The purpose of this survey is to determine the degree of need of the project leader and to determine the degree of need of the project leader. The survey is designed to be a guide for the project leader in determining the degree of need of the project leader.

1. The purpose of this survey is to determine the degree of need of the project leader and to determine the degree of need of the project leader.

2. The purpose of this survey is to determine the degree of need of the project leader and to determine the degree of need of the project leader.

3. The purpose of this survey is to determine the degree of need of the project leader and to determine the degree of need of the project leader.

4. The purpose of this survey is to determine the degree of need of the project leader and to determine the degree of need of the project leader.

5. The purpose of this survey is to determine the degree of need of the project leader and to determine the degree of need of the project leader.

6. The purpose of this survey is to determine the degree of need of the project leader and to determine the degree of need of the project leader.

7. The purpose of this survey is to determine the degree of need of the project leader and to determine the degree of need of the project leader.

8. The purpose of this survey is to determine the degree of need of the project leader and to determine the degree of need of the project leader.

9. The purpose of this survey is to determine the degree of need of the project leader and to determine the degree of need of the project leader.

10. The purpose of this survey is to determine the degree of need of the project leader and to determine the degree of need of the project leader.



Project Leader's Form

4-H LEADERSHIP SURVEY

4-H has been an important experience in the lives of many of our youths. 4-H could not have this kind of impact without you, the volunteer leader. You play a vital role in making 4-H a successful experience for our youths.

The purpose of this survey is to find out how we can make 4-H an even better experience for our youths. But, we need your help. Please fill out this survey as completely as you can. DO NOT put your name on the survey. It is to be completely anonymous. Please avoid placing your answers on the lines on the left side of the survey. These lines are for scoring purposes only.

Your answers will be compiled with those of other 4-H volunteer leaders from around the state. The results will be used by the State 4-H Office and your County Extension Staff to make 4-H an even better experience for our youths. Thank you for helping to make the best better!



Here are some terms you should know.

Organizational Leaders are the local adult 4-H club leaders. Project Leaders are selected by the Organizational Leaders to work at the club level with 4-H members who are taking certain projects. Key Leaders have been selected by the County Extension Staff to provide ideas to the Project Leaders working with individual 4-H members on their projects. County Extension Staff members are the County Agent and Extension Home Economist in your county.

- ____ 6-8. ☒ the project area in which you are a Project Leader.
- ____ (1) Beef
 - ____ (2) Clothing
 - ____ (3) Foods and Nutrition
 - ____ (4) Home Economics
 - ____ (5) Horse
 - ____ (6) Horticulture
 - ____ (7) Photography
 - ____ (8) Sheep
 - ____ (9) Other (Please specify) _____
- ____ 9-10. In which county is your 4-H club located? _____
- ____ 11-12. How many 4-H members are in your club? _____
- ____ 13-15. ☒ the type of club in which you are involved.
- ____ (1) Multiple projects club.
 - ____ (2) Project club specializing in _____
(For example, Horse Club.)
 - ____ (3) Short term club.
(For example, Computer Club.)

16. In what size of a community do you live?
- ☐ (1) City (10,000 people or more)
 - ☐ (2) Town (2,500 people to 9,999 people)
 - ☐ (3) Small town (less than 2,500 people)
 - ☐ (4) Farm, out of city limits
 - ☐ (5) Non-farm, out of city limits
17. What is the highest grade or year in school you completed?
- ☐ (1) Elementary School
 - ☐ (2) 8th Grade
 - ☐ (3) Some High School
 - ☐ (4) 4 Years of High School
 - ☐ (5) Some College
 - ☐ (6) Bachelors Degree
 - ☐ (7) Graduate Studies
- 18-19. If you completed a college degree, what was your college major?
- 20-21. What is your occupation? _____
- 22-23. What is your age? _____
24. What is your sex?
- ☐ (1) Male
 - ☐ (2) Female
- 25-26. What is your marital status?
- ☐ (1) Single
 - ☐ (2) Married
 - ☐ (3) Other (Please specify) _____
- If you are married, what role does your spouse play in your 4-H club?
(☒ all that apply.)
- 27-28. ☐ 4-H leader (Specify type) _____
29. ☐ Helps with special events
30. ☐ Helps plan and conduct meetings
31. ☐ Helps individual 4-H members with their projects
32. ☐ Prepares lunch for meetings
- 33-34. ☐ Other (Please specify) _____
35. ☐ My spouse isn't involved with 4-H activities
36. ☐ I'm not married
- 37-39. Do you have children in 4-H?
- ☐ (1) Yes (How many? _____)
 - ☐ (2) No
40. If you have children in 4-H, do you think that you will continue to be involved even after they are no longer in 4-H?
- ☐ (1) Yes
 - ☐ (2) No
 - ☐ (3) I don't have children
 - ☐ (4) I don't have children in 4-H

How did you decide to become a Project Leader? (✓ all that apply.)

41. ☐ I volunteered to the County Extension Staff to take the position.
 42. ☐ I volunteered to an Organizational Leader to take the position.
 43. ☐ My County Extension Staff asked me to take the position.
 44. ☐ An Organizational Leader asked me to take the position.
 45-47. ☐ Other (Please specify) _____

Comments?

As a Project Leader, what do you do in your 4-H club? (✓ all that apply.)

48. ☐ I conduct demonstrations at regular club meetings for all 4-H members.
 49. ☐ I conduct demonstrations at project meetings at which only 4-H members in that project attend.
 50. ☐ I conduct project meetings to help 4-H members in that project to work on their projects.
 51. ☐ I provide help and training to 4-H members on a one-to-one basis.
 52. ☐ I provide help and training to 4-H members at the member's home.
 53-55. ☐ Other (Please specify) _____
 56. ☐ I do not do any training.

Comments?

Please describe the involvement you now have or have had with 4-H.

	Involvement	Currently? (✓ all that apply)	Past? (✓ all that apply)	Number of Years	Specialty
57-62.	4-H Organizational Leader				
63-68.	4-H Member				
1-6.	4-H County Key Leader				
7-12.	4-H Project Leader				
13-20.	Other? Please specify below.				

Comments?

- 21-22. What have you found to be the benefits or rewards of being a Project Leader?

- 23-24. What have you found to be the costs (monetary or non-monetary) of being a Project Leader?

As a result of being a Project Leader, how do you believe your skills have been improved or developed? (Please ✓ the amount of development for each skill area.)

	Skill Area	No change	Only slightly developed	Moderately developed	Greatly developed	Very greatly developed
25.	Leadership					
26.	Self-confidence					
27.	Human relations					
28.	Public speaking					
29.	Organizing skills					
30.	Ability to work with youth					
31-33.	Other (Please specify below)					

Comments?

When you are in need of ideas for providing information to 4-H members, to whom do you turn? (✓ appropriate box)

	Person	Almost never	Very rarely	Sometimes	Often	Very often
34.	State Extension Specialist					
35.	State 4-H Staff					
36.	Key Leader					
37.	Collegiate 4-H Club					
38.	County Agent					
39.	Extension Home Economist					
40.	High School Teacher					
41.	Business Person					
42-44.	Other (Please specify below)					

Comments?

45-46. About how many training sessions or visits have you had with your Key Leader?

How would you rate the training you received from the Key Leader?
(✓ only one box for each aspect of training.)

Aspects of training	Excellent	Good	Average	Fair	Poor	Comments?
47. Day and time selected for training						
48. Number of training sessions						
49. Usefulness, practicality of the training						
50. Clarify, understandability of the instructor						
51. Materials, handouts						
52. Amount of information provided at each session						
53-55. Other (Please specify under Comments)						

56-57. About how many training, etc. sessions did you have with the 4-H members?

How would you rate the training you provided to the 4-H members?
(✓ only one box for each aspect of training.)

Aspects of training	Excellent	Good	Average	Fair	Poor	Comments?
58. Day and time selected for training						
59. Amount of information provided						
60. Usefulness, practicality of the training						
61. Clarity, understandability of the instructor						
62. Materials, handouts						
63. Number of training sessions						
64-66. Other (Please specify under Comments)						

67. How would you describe your relationship with your Key Leader?

- ☐ (1) We have a very close working relationship.
☐ (2) We have a good working relationship.
☐ (3) We have an adequate working relationship.
☐ (4) We have a less than adequate working relationship.
☐ (5) We have a very poor working relationship.

Comments?

68. In general, how would you describe your relationship with your Organizational Leader?

- ☐ (1) We have a very close working relationship.
☐ (2) We have a good working relationship.
☐ (3) We have an adequate working relationship.
☐ (4) We have a less than adequate working relationship.
☐ (5) We have a very poor working relationship.

Comments?

69-70. What have you found to be the benefits of the Key Leader system in the 4-H program?

1-2. What have you found to be the problems of the Key Leader system in the 4-H program?

3. How do you think the system of using County Key Leaders and Project Leaders has affected 4-H members' projects?

- ☐ (1) It has had a great effect on improving the quality of 4-H members' projects.
- ☐ (2) It has had a moderate effect on improving the quality of 4-H members' projects.
- ☐ (3) It has had a slight effect on improving the quality of 4-H members' projects.
- ☐ (4) It has had no effect on improving the quality of 4-H members' projects.
- ☐ (5) It has had a harmful effect on improving the quality of 4-H members' projects.

Comments?

4. How do you think the system of using County Key Leaders and Project Leaders has affected the 4-H program's ability to retain 4-H volunteer leaders?

- ☐ (1) It has been a great help in retaining 4-H volunteer leaders.
- ☐ (2) It has been a moderate help in retaining 4-H volunteer leaders.
- ☐ (3) It has been a slight help in retaining 4-H volunteer leaders.
- ☐ (4) It has had no effect on retaining 4-H volunteer leaders.
- ☐ (5) It has had a harmful effect on retaining 4-H volunteer leaders.

Comments?

5. How do you think the system of using County Key Leaders and Project Leaders has affected the retention of 4-H members?

- ☐ (1) It has been a great help in the retention of 4-H members.
- ☐ (2) It has been a moderate help in the retention of 4-H members.
- ☐ (3) It has been a slight help in the retention of 4-H members.
- ☐ (4) It has had no effect on the retention of 4-H members.
- ☐ (5) It has had a harmful effect on the retention of 4-H members.

Comments?

Please describe your involvements you have with different voluntary organizations. Do not include your job.

	Type of Organization	With how many groups are you involved?	Approximately how many hours per month do you spend with the organizations?
6-9.	4-H (Project Leader, Committee Member, etc.)		
10-13.	Social services (like volunteer counseling centers, senior citizens center, etc.)		
14-17.	Community Service clubs (like JayCees, Elks, etc.)		
18-21.	Religious groups (church Bible study group, etc.)		
22-25.	Business/Professional Associations (American Medical Association, S.D. Education Association, etc.)		
26-29.	Union groups (NFO, labor union, etc.)		
30-33.	Educational groups (book club, craft club, etc.)		
34-37.	Political groups (Teen-Age Republicans, Young Democrats, etc.)		
38-41.	Military groups (VFW, American Legion, National Guard, etc.)		
42-45.	Youth groups (like YMCA, Scouts, etc.)		
46-49.	Sports/recreational groups (like Little League Baseball, etc.)		
50-55.	Other (Please specify)		

Comments?

56. Based on your experiences, what would you like to see happen to the Key Leader system? Why?

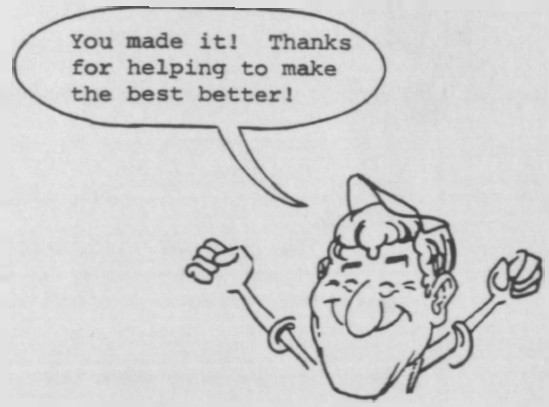
- ☐ (1) Expand it to all other project areas.
- ☐ (2) Expand it to some other project areas.
- ☐ (3) Keep it as it is.
- ☐ (4) Drop parts of the Key Leader system.
- ☐ (5) Drop the system all together.

APPENDIX F

57. Based on your present experiences, would you consider being a Project Leader again next year? Why or why not?
- ☐ (1) Definitely yes
 - ☐ (2) Probably yes
 - ☐ (3) Probably no
 - ☐ (4) Definitely no

Comments?

- 58-59. What other comments do you have about the 4-H Key Leader system?





Member's Form

4-H LEADERSHIP SURVEY

Let us be your guides.



"To make the best better!" That's the goal for which 4-Hers work. Your leaders want 4-H to be a time of fun and a time of learning for you. They want to make 4-H even better. Here's how you can help. Your 4-H leaders need to know what you think about 4-H and what you are learning through the 4-H program. Please answer the questions in this survey. DO NOT put your name any-

where on the survey. DO NOT compare answers with the other 4-Hers. Your answers are private. If you get stuck on a question, ask your leader for help. Thank you for doing your part to make 4-H even better.

Here are some people you should know.

Organizational Leaders. Do you know who they are? That's right! They are your adult 4-H club leaders.

Project Leaders. Right again! They're the people your Organizational Leaders asked to be in charge of certain projects. They are available to help you.

Key Leaders. They're tougher to identify. You may not know these people. They are the people in your county who have been specially trained to give your Project Leaders new ideas to help you on your projects.

County Extension Staff. Right on! You know your County Agent and your Extension Home Economist. If not, you may want to visit their office some time. They will be glad to give you some good ideas on your 4-H projects.



Begin here. Don't be confused by the numbers. They are for Office Use Only.



7-8.

I live in _____ County.

9.

Where do you live? (Circle one.)

- (1) City (More than 10,000 people)
- (2) Town (Between 2,500 and 9,999 people)
- (3) Small Town (Less than 2,500 people)
- (4) Farm

- ___ 10. I am a (1) boy/ (2) girl. (Circle one.)
- ___ 11-12. My father's job is _____.
- ___ 13-14. My mother's job is _____.
- ___ 15-16. I am _____ years old as of today.
- ___ 17-18. I have been in 4-H for _____ years.
- ___ 19-20. Last year, I took _____ projects to the County Achievement Days.
(number)
- ___ 21-22. How many years have you taken projects to the State Fair? _____
(years)
- ___ 23-24. There are about _____ 4-H members in my club.
- ___ 25-26. I have _____ brothers or sisters in 4-H.
- ___ 27-28. Besides 4-H, I am in these groups or activities. (✓ the ones you are in.)
- ___ Summer Youth Programs.
 - ___ Church group.
 - ___ Boy Scouts or Girl Scouts.
 - ___ YMCA or YWCA.
 - ___ Sports programs. How many? _____
 - ___ Band or orchestra in school.
 - ___ Chorus in school.
 - ___ Oral Interpretation.
 - ___ Debate in school.
 - ___ Cheerleading in school.
 - ___ Young Democrats or Teen-Age Republicans.
 - ___ FFA or FHA.
 - ___ Others. (Please write any other groups you are in on these lines.)

Comments?

- ___ 29. How well do you like 4-H?
- ___ (1) I like 4-H very much.
 - ___ (2) I like 4-H.
 - ___ (3) I dislike 4-H.
 - ___ (4) I dislike 4-H very much.

Comments?



Go on to the next page.

___ 30. Do you think you will be in 4-H at least one more year?

- ___ (1) Definitely yes.
 ___ (2) Probably yes.
 ___ (3) Probably no.
 ___ (4) Definitely no.

Comments?

In what ways do your parents help with 4-H? (✓ all that are true for you.)

- ___ 31. ___ They aren't involved at all.
 ___ 32. ___ My parents are Organizational Leaders (or Club Leaders).
 ___ 33. ___ My parents are 4-H Project Leaders.
 ___ 34. ___ My parents help me with my 4-H projects.
 ___ 35. ___ My parents have served lunch at 4-H meetings.
 ___ 36. ___ My parents have driven me to 4-H meetings.
 ___ 37-38. ___ Other. (Please write any other ways your parents help with 4-H on these lines.)

Comments?

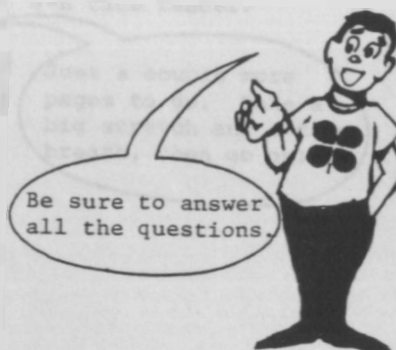
___ 39-40. What did you like best about 4-H last year?

___ 41-42. What did you like least about 4-H last year?

___ 43. How much information did you learn by taking your favorite project?
 (✓ one.)

- ___ (1) I learned very many things.
 ___ (2) I learned many things.
 ___ (3) I learned only a couple of things.
 ___ (4) I don't think I learned very much.
 ___ (5) I didn't learn a thing!

Comments?



___ 44.

How many skills did you learn by taking your favorite project?
(☒ one.)

- ___ (1) I learned to do very many things.
___ (2) I learned to do many things.
___ (3) I learned to do only a couple of things.
___ (4) I don't think I learned to do very much.
___ (5) I didn't learn to do a thing!

Comments?

___ 45.

I thought my 4-H Club Leader was ____.

- ___ (1) Very easy to talk with.
___ (2) Easy to talk with.
___ (3) O.K. to talk with.
___ (4) Not very easy to talk with.
___ (5) Very hard to talk with.

Comments?

___ 46.

I thought my 4-H Club Leader had ____.

- ___ (1) Very much information about my project.
___ (2) Much information about my project.
___ (3) Some information about my project.
___ (4) Not much information about my project.
___ (5) Almost no information about my project.

Comments?

___ 47.

I thought my 4-H Club Leader was ____.

- ___ (1) Always available to help me.
___ (2) Almost always available to help me.
___ (3) Sometimes available to help me.
___ (4) Almost never available to help me.
___ (5) Never available to help me.

Comments?

___ 48.

I got ____ encouragement and praise from my 4-H Club Leader.

- ___ (1) Very much
___ (2) Much
___ (3) Some
___ (4) Not much
___ (5) No

Comments?



Just a couple more pages to go. Take a big stretch and a deep breath, then go on!

Imagine that you needed some help on your 4-H project. Who would you go to first? Who would you go to next? (Put a "1" by the person you would go to first, a "2" by the person you would go to second, and so on. Put numbers by all the people you would go to. Put a "NA" if you would not go to this person.)

49. 4-H Club Leader
 50. Father
 51. Mother
 52. Brother or sister
 53. Some other relative
 54. Teen Leader or Junior Leader in your 4-H Club
 55. County Agent
 56. Extension Home Economist
 57. Project Leader
 58. A friend about your own age
 59-61. Other (Please write who they are.)

This question may need some extra thought. Read it twice and follow the directions carefully.



Comments?

- 62-63. How did these people help you?

If you took any of these projects last year or are going to take any of them this year, put a ✓ in the box by the project name.

	Project Name	I took this project last year.	I'm going to take this project this year
64-65.	Beef		
66-67.	Clothing		
68-69.	Foods and Nutrition		
70-71.	Home Economics		
1-2.	Horse		
3-4.	Horticulture		
5-6.	Photography		
7-8.	Sheep		

- 9-10. I had a Project Leader in _____ Project.

- (1) Beef
 (2) Horse
 (3) Clothing
 (4) Foods and Nutrition
 (5) Other. (Please specify) _____
 (6) I did not have a Project Leader

___ 11. Do you want a Project Leader?

- ___ (1) Definitely yes.
 ___ (2) Yes.
 ___ (3) No.
 ___ (4) Definitely no.

Comments?

If you could change the 4-H program, how would you change it? (✓ 'em.)

- ___ 12-13. ___ (1) Have Project Leaders in more projects than we have now.
 What other projects? _____
 ___ 14. ___ (2) Keep Project Leaders only in the projects they are in
 now.
 ___ 15-16. ___ (3) Drop Project Leaders from some of the projects they are
 in now.
 What projects? _____
 ___ 17. ___ (4) Drop Project Leaders from all projects.
 ___ 18. ___ (5) Change 4-H by _____

IF YOU HAD A PROJECT LEADER LAST YEAR FINISH THE SURVEY.
 IF NOT, STOP HERE.



___ 19. I thought my Project Leader was _____.

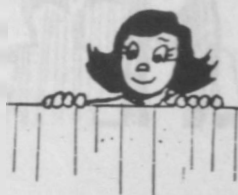
- ___ (0) I did not have a Project Leader last year.
 ___ (1) Very easy to talk with.
 ___ (2) Easy to talk with.
 ___ (3) O.K. to talk with.
 ___ (4) Not very easy to talk with.
 ___ (5) Very hard to talk with.

Comments?

___ 20. I thought my Project Leader had _____.

- ___ (0) I did not have a Project Leader last year.
 ___ (1) Very much information about my project.
 ___ (2) Much information about my project.
 ___ (3) Some information about my project.
 ___ (4) Not much information about my project.
 ___ (5) Almost no information about my project.

Comments?



You are almost done.
 Good job!

APPENDIX A

- ____ 21. I thought my Project Leader was ____.
- ____ (0) I did not have a Project Leader last year.
- ____ (1) Always available to me.
- ____ (2) Almost always available to me.
- ____ (3) Sometimes available to me.
- ____ (4) Almost never available to me.
- ____ (5) Never available to me.

Comments?

- ____ 22. I got ____ help from my Project Leader.
- ____ (0) I did not have a Project Leader last year.
- ____ (1) Very much
- ____ (2) Much
- ____ (3) Some
- ____ (4) Not much
- ____ (5) No

Comments?

- ____ 23-24. What did you think was good about having a Project Leader?

- ____ 25-26. What did you think was not good about having a Project Leader?

- ____ 27-28. What else would you like to say about having Project Leaders?

- ____ 29-30. What else would you like to say about 4-H?



Thank you for filling out the survey. Hope you have a terrific year in 4-H!

APPENDIX G

APPENDIX G	
APPENDIX G	
1-1	1-1
2-1	2-1
3-1	3-1
4-1	4-1
5-1	5-1
6-1	6-1
7-1	7-1
8-1	8-1
9-1	9-1
10-1	10-1
11-1	11-1
12-1	12-1
13-1	13-1
14-1	14-1
15-1	15-1
16-1	16-1
17-1	17-1
18-1	18-1
19-1	19-1
20-1	20-1
21-1	21-1
22-1	22-1
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36-1	36-1
37-1	37-1
38-1	38-1
39-1	39-1
40-1	40-1
41-1	41-1
42-1	42-1
43-1	43-1
44-1	44-1
45-1	45-1
46-1	46-1
47-1	47-1
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89-1	89-1
90-1	90-1
91-1	91-1
92-1	92-1
93-1	93-1
94-1	94-1
95-1	95-1
96-1	96-1
97-1	97-1
98-1	98-1
99-1	99-1
100-1	100-1

COUNTY EXTENSION STAFF

Individual Interview Form

1. Card Number. _____
- 2-4. Survey Number. _____
- 5-10. Date _____
- 11-12. County _____
13. Staff Position _____
- 14-15. Number of Years in Position _____
- 16-17. Age _____
18. Sex _____

"I'd like to ask about the history of the Key Leader System in your county. Please tell me when it started in this county and some of the significant events along the way."

- 19-20. _____
- 21-25. _____

- 26-34. "How many Key Leaders do you have in each project area?"

Beef (1) _____	Horticulture (6) _____
Clothing (2) _____	Photography (7) _____
Foods & Nutrition (3) _____	Sheep (8) _____
Home Environment (4) _____	Other (9) _____
Horse (5) _____	

- 35-40. "Next, I'd like to ask about how the Key Leader System seems to be working in your county. What have been some of the successes you have noted with the Key Leader System?"

- 41-43. "Also, what have been some of the problems you have noted with the Key
- 44-46. Leader System? How have you attempted to deal with these problems? How
- 47-49. well have these attempts worked?"

51-52. "Who are the 4-H leaders in your county -- that is, do they tend to be parents of the club members? How did you know them and why did you select them?" (Ask about Key, Project, and Organizational Leaders.)

53-54. "If you don't (didn't) have Key Leaders, who would you use to disseminate project information?"

55-56. "4-H takes up a great deal of time for most County Extension Staff persons. Do you think it is really worth all of the effort? Why or why not?"

57-62. "What programs do you think should be emphasized in a county's 4-H program and which ones should be de-emphasized? Which projects? Which ones should be added?"

63-64. "For several years, 4-H has been trying to shed its 'rural image.' What factors seem to prevent 4-H from changing its image? Should it even be changed?"

65-66. "Compared with your relationship with other Extension Specialists at S.D.S.U., how would you describe your relationship with the State 4-H staff? Do you see them as giving directives or giving information?"

2 1-4. Card and Survey Number.

5-6. "What roles and responsibilities would you like the Key Leaders to have in your county's 4-H programs?"

7-8. "What roles and responsibilities would you like the Project Leaders to have in your county's 4-H programs?"

9-10. "What roles and responsibilities would you like the Organizational Leaders to have in your county's 4-H programs?"

11-12. "What roles and responsibilities would you like the County Extension Staff to have in your county's 4-H programs?"

13-14. "What roles and responsibilities would you like others involved in your county's 4-H programs (such as Teen Leaders, Resource Leaders, and so on)."

"During the course of an 'average' month, what kinds of contact do you usually have with the County Extension Staff?"

PROMPTS: "Why do you contact them, or do they contact you?"

"What do you want from them, or they from you (information, encouragement, etc.)?"

	Description	What I contributed	What I received
15-16. Answer 1.			
17-18. Answer 2.			
19-20. Answer 3.			

"You mentioned that you have contact with the County Extension Staff about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the County Extension Staff?"

21-22. Answer 1.	(frequency)	
23-24.	(context)	
	Formal?	Informal?
25-26. Answer 2.	(frequency)	
27-28.	(context)	
	Formal?	Informal?
29-30. Answer 3.	(frequency)	
	(context)	
31-32.		
	Formal?	Informal?

"During the course of an 'average' month, what kinds of contact do you have with the Key Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they from you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
33-34. Answer 1.			
35-36. Answer 2.			
37-38. Answer 3.			

"You mentioned that you have contact with the Key Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Key Leaders?"

39-40.	Answer 1. (frequency)		
41-42.	(context)		
		Formal?	Informal?
43-44.	Answer 2. (frequency)		
45-46.	(context)		
		Formal?	Informal?
47-48.	Answer 3. (frequency)		
49-50.	(context)		
		Formal?	Informal?

"During the course of an 'average' month, what kinds of contact do you have with the Organizational Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"

"What do you want from them, or they from you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
51-52. Answer 1.			
53-54. Answer 2.			
55-56. Answer 3.			

"You mentioned that you have contact with the Organizational Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Organizational Leaders?"

57-58.	Answer 1. (frequency)	_____
59-60.	(context)	_____

	Formal?	Informal?
61-62.	Answer 2. (frequency)	_____
63-64.	(context)	_____

	Formal?	Informal?
65-66.	Answer 3. (frequency)	_____
67-68.	(context)	_____

	Formal?	Informal?

3 1-4. Card and Survey Number.

"During the course of an 'average' month, what kinds of contact do you have with the Project Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they from you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
5-6. Answer 1.			
7-8. Answer 2.			
9-10. Answer 3.			

"You mentioned that you have contact with the Project Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Project Leaders?"

11-12.	Answer 1. (frequency)	_____
13-14.	(context)	_____

	Formal?	Informal?
15-16.	Answer 2. (frequency)	_____
17-18.	(context)	_____

	Formal?	Informal?
19-20.	Answer 3. (frequency)	_____
21-22.	(context)	_____

	Formal?	Informal?

"During the course of an 'average' month, what kinds of contact do you have with the 4-H members?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they form you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
23-24. Answer 1.			
25-26. Answer 2.			
27-28. Answer 3.			

"You mentioned that you have contact with the 4-H members about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the 4-H members?"

29-30.	Answer 1. (frequency)	
31-32.	(context)	
	Formal?	Informal?
33-34.	Answer 2. (frequency)	
35-36.	(context)	
	Formal?	Informal?
37-38.	Answer 3. (frequency)	
39-40.	(context)	
	Formal?	Informal?

41. "People who get together in programs like 4-H can have a real, positive effect on youth. Do you....."

1. Disagree.
2. Mostly disagree.
3. Neither agree nor disagree.
4. Mostly agree.
5. Agree.

42-43. "Why do you feel that way?"

44. "Some people think a lot about the social problems of the nation, and about how they might be solved. Others spend little time thinking about these issues. How much do you think about such things?"

1. Never.
2. Seldom.
3. Sometimes.
4. Quite a bit.
5. A great deal.

45. "We hear a lot about volunteerism these days. How much effect do you believe that people participating in voluntary organizations, like 4-H, can have on resolving social problems in this nation?"

1. None.
2. A little.
3. Some.
4. Quite a bit.

46-47. "What makes you feel this way?"

48-49. "If a 4-H club did not have any Project Leaders, what do you think is the best way to find and recruit them?"

50-51. "In what ways do you think your county's 4-H program would be affected if it had a full-time 4-H Specialist working in it?" (County or District level?)

52-53. "What do you think needs to happen in your county to make the Key Leader System work better?"

APPENDIX II

4 1-4. Card and Survey Number.

"Please describe your involvements with the different voluntary organizations. Do not include your job."

	Type of Organization	Number you are in	Hours per month	Offices?	What do you like best
5-12.	Social Services: volunteer counseling centers, senior citizens centers, etc.				
13-20.	Community Service Clubs: JayCees, Elks, etc.				
21-28.	Religious/Church Groups: Bible study groups, church services, etc.				
29-36.	Business/Professional Associations: AMA, SDEA, etc.				
37-44.	Union Groups: NFO, labor union, etc.				
45-52.	Educational Groups: book club, Extension club, etc.				
53-60.	Political Groups: Young Democrats, Teen-Age Republicans, etc.				
61-68.	Military Groups: VFW, National Guard, American Legion, etc.				
4 1-4.					
5-12.	Youth Groups: YMCA, Scouts, etc.				
13-20.	Sports/Recreational Groups: Little League Baseball, etc.				
21-28.	Other?				

APPENDIX H

APPENDIX H	
APPENDIX H	
1	NAME
2	DATE
3	TIME
4	LOCATION
5	WEATHER
6	WIND
7	SEA
8	SWELL
9	WAVE
10	WAVE
11	WAVE
12	WAVE
13	WAVE
14	WAVE
15	WAVE
16	WAVE
17	WAVE
18	WAVE
19	WAVE
20	WAVE
21	WAVE
22	WAVE
23	WAVE
24	WAVE
25	WAVE
26	WAVE
27	WAVE
28	WAVE
29	WAVE
30	WAVE
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100	WAVE

ORGANIZATIONAL LEADER

Individual Interview Form

- 1 1. Card Number. _____
- 2-4 2-4. Survey Number. _____
- 5-10 5-10. Date _____
- 11-12 11-12. County _____
- 13-14 13-14. Age _____
- 15 15. Sex _____
- 16-20 16-20. "In which other 4-H leadership positions are you involved?" (Check all that apply.)
- Key Leader (3) _____
- Club Project Leader (2) _____
- Other (4) _____ Please specify: _____
- 21-26 21-26. "How many years have you served in this (these) position(s)?"
- Organizational Leader _____
- Club Project Leader _____
- Key Leader _____
- 27-30 27-30. "Please describe how you became an Organizational Leader? Why did you chose to become an Organizational Leader?"
- _____
- _____
- _____
- _____
- 31-34 31-34. "What benefits, if any, do you feel you get from being an Organizational Leader?"
- _____
- _____
- _____
- _____
- 35-38 35-38. "What have been the costs (monetary and non-monetary), if any, of being an Organizational Leader? Does it interfere with other things you would like to do?"
- _____
- _____
- _____
- _____

39-42. "Next, I'd like to ask about how the Key Leader System seems to be working in your club. What have been some of the successes you have noted with the Key Leader System?"

43-46. "What have been some of the problems you have noted with the Key Leader System?"
"How have you attempted to deal with or resolve these problems? How well have these attempts worked for you?"

47-55. "How many Project Leaders do you have in each project area?"

Beef (1) _____	Horticulture (6) _____
Clothing (2) _____	Photography (7) _____
Foods & Nutrition (3) _____	Sheep (8) _____
Home Environment (4) _____	Other (9) _____
Horse (5) _____	

56-62. "In what ways do you use Project Leaders in your 4-H club?"

63-66. "Who are the Project Leaders in your club -- that is, do they tend to be parents of club members? How did you know them and why did you select them to be Project Leaders?"

67-70. "Who would you use or who did you use if you wouldn't have had Project Leaders? Who helps 4-H members with their projects if you don't have Project Leaders?"



2 1-4. Card and Survey Number.

5-6. "What roles and responsibilities would you like the Key Leaders to have in your county's 4-H programs?"

7-8. "What roles and responsibilities would you like the Project Leaders to have in your county's 4-H programs?"

9-10. "What roles and responsibilities would you like the Organizational Leaders to have in your county's 4-H programs?"

11-12. "What roles and responsibilities would you like the County Extension Staff to have in your county's 4-H programs?"

13-14. "What roles and responsibilities would you like others involved in your county's 4-H programs (such as Teen Leaders, Resource Leaders, and so on)."

"During the course of an 'average' month, what kinds of contact do you usually have with the County Extension Staff?"

PROMPTS: "Why do you contact them, or do they contact you?"

"What do you want from them, or they from you (information, encouragement, etc.)?"

	Description	What I contributed	What I received
15-16. Answer 1.			
17-18. Answer 2.			
19-20. Answer 3.			

"You mentioned that you have contact with the County Extension Staff about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the County Extension Staff?"

21-22. Answer 1.	(frequency)		
23-24.	(context)		
		Formal?	Informal?
25-26. Answer 2.	(frequency)		
27-28.	(context)		
		Formal?	Informal?
29-30. Answer 3.	(frequency)		
31-32.	(context)		
		Formal?	Informal?

"During the course of an 'average' month, what kinds of contact do you have with the Key Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"

"What do you want from them, or they from you (information, encouragement, etc.)?"

	Description	What I contributed	What I received
33-34. Answer 1.			
35-36. Answer 2.			
37-38. Answer 3.			

"You mentioned that you have contact with the Key Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Key Leaders?"

39-40. Answer 1. (frequency)		
41-42. (context)		
	Formal?	Informal?
43-44. Answer 2. (frequency)		
45-46. (context)		
	Formal?	Informal?
47-48. Answer 3. (frequency)		
49-50. (context)		
	Formal?	Informal?

"During the course of an 'average' month, what kinds of contact do you have with the Organizational Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they from you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
51-52. Answer 1.			
53-54. Answer 2.			
55-56. Answer 3.			

"You mentioned that you have contact with the Organizational Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Organizational Leaders?"

57-58. Answer 1. (frequency)	
59-60. (context)	
	Formal? Informal?
61-62. Answer 2. (frequency)	
63-64. (context)	
	Formal? Informal?
65-66. Answer 3. (frequency)	
67-68. (context)	
	Formal? Informal?

3 1-4. Card and Survey Number.

"During the course of an 'average' month, what kinds of contact do you have with the Project Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they from you (information, encouragement, etc.)?"

	Description	What I contributed	What I received
5-6. Answer 1.			
7-8. Answer 2.			
9-10. Answer 3.			

"You mentioned that you have contact with the Project Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Project Leaders?"

11-12. Answer 1. (frequency)		
13-14. (context)		
	Formal?	Informal?
15-16. Answer 2. (frequency)		
17-18. (context)		
	Formal?	Informal?
19-20. Answer 3. (frequency)		
21-22. (context)		
	Formal?	Informal?

"During the course of an 'average' month, what kinds of contact do you have with the 4-H members?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they form you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
23-24. Answer 1.			
25-26. Answer 2.			
27-28. Answer 3.			

"You mentioned that you have contact with the 4-H members about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the 4-H members?"

29-30.	Answer 1. (frequency)	_____
31-32.	(context)	_____

		Formal? Informal?
33-34.	Answer 2. (frequency)	_____
35-36.	(context)	_____

		Formal? Informal?
37-38.	Answer 3. (frequency)	_____
39-40.	(context)	_____

		Formal? Informal?

41. "People who get together in programs like 4-H can have a real, positive effect on youth. Do you....."

1. Disagree.
2. Mostly disagree.
3. Neither agree nor disagree.
4. Mostly agree.
5. Agree.

42-43. "Why do you feel that way?"

44. "Some people think a lot about the social problems of the nation, and about how they might be solved. Others spend little time thinking about these issues. How much do you think about such things?"

1. Never.
2. Seldom.
3. Sometimes.
4. Quite a bit.
5. A great deal.

45. "We hear a lot about volunteerism these days. How much effect do you believe that people participating in voluntary organizations, like 4-H, can have on resolving social problems in this nation?"

1. None.
2. A little.
3. Some.
4. Quite a bit.

46-47. "What makes you feel this way?"

48-49. "If a 4-H club did not have any Project Leaders, what do you think is the best way to find and recruit them?"

50-51. "In what ways do you think your county's 4-H program would be affected if it had a full-time 4-H Specialist working in it?" (County or District level?)

52-53. "What do you think needs to happen in your county to make the Key Leader System work better?"

4 1-4. Card and Survey Number.

"Please describe your involvements with the different voluntary organizations. Do not include your job."

	Type of Organization	Number you are in	Hours per month	Offices?	What do you like best
5-12.	Social Services: volunteer counseling centers, senior citizens centers, etc.				
13-20.	Community Service Clubs: JayCees, Elks, etc.				
21-28.	Religious/Church Groups: Bible study groups, church services, etc.				
29-36.	Business/Professional Associations: AMA, SDEA, etc.				
37-44.	Union Groups: NFO, labor union, etc.				
45-52.	Educational Groups: book club, Extension club, etc.				
53-60.	Political Groups: Young Democrats, Teen-Age Republicans, etc.				
61-68.	Military Groups: VFW, National Guard, American Legion, etc.				
4 1-4.					
5-12.	Youth Groups: YMCA, Scouts, etc.				
13-20.	Sports/Recreational Groups: Little League Baseball, etc.				
21-28.	Other?				

APPENDIX I

1.	...
2.	...
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COUNTY KEY LEADER

Individual Interview Form

1. Card Number. _____
 2-4. Survey Number. _____
 5-10. Date _____
 11-12. County _____
 13-14. Age _____
 15. Sex _____
 16-18. "In which project area(s) are you a Key Leader?" (Check all that apply)
 Beef (1) _____ Horticulture (6) _____
 Clothing (2) _____ Photography (7) _____
 Foods & Nutrition (3) _____ Sheep (8) _____
 Home Environment (4) _____ Other (9) _____
 Horse (5) _____
 19-24. "In which other 4-H leadership positions are you involved?" (Check all that apply.)
 Organizational Leader (1) _____
 Club Project Leader (2) _____
 Other (4) _____ Please specify: _____
 25-30. "How many years have you served in this (these) positions(s)?"
 Organizational Leader _____
 Club Project Leader _____
 County Key Leader _____
 31-34. "Please describe how you became a Key Leader? Why did you chose to become a Key Leader?"

 35-38. "What benefits, if any, do you feel you get from being a Key Leader?"

____ 39-42. "What have been the costs (monetary and non-monetary), if any, of being a Key Leader? Does it interfere with other things you would like to do?"

____ 43-46. "Next, I'd like to ask about how the Key Leader System seems to be working in your county. What have been some of the successes you have noted with the Key Leader System?"

____ 47-50. "What have been some of the problems you have seen with the Key Leader System? How have you attempted to deal with or resolve these problems?"

____ 51-54. How well have these attempts worked for you?"

2 1-4. Card and Survey Number.

5-6. "What roles and responsibilities would you like the Key Leaders to have in your county's 4-H programs?"

7-8. "What roles and responsibilities would you like the Project Leaders to have in your county's 4-H programs?"

9-10. "What roles and responsibilities would you like the Organizational Leaders to have in your county's 4-H programs?"

11-12. "What roles and responsibilities would you like the County Extension Staff to have in your county's 4-H programs?"

13-14. "What roles and responsibilities would you like others involved in your county's 4-H programs (such as Teen Leaders, Resource Leaders, and so on)."

"During the course of an 'average' month, what kinds of contact do you usually have with the County Extension Staff?"

PROMPTS: "Why do you contact them, or do they contact you?"

"What do you want from them, or they from you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
15-16. Answer 1.			
17-18. Answer 2.			
19-20. Answer 3.			

"You mentioned that you have contact with the County Extension Staff about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the County Extension Staff?"

21-22. Answer 1.	(frequency)	
23-24.	(context)	
	Formal?	Informal?
25-26. Answer 2.	(frequency)	
27-28.	(context)	
	Formal?	Informal?
29-30. Answer 3.	(frequency)	
31-32.	(context)	
	Formal?	Informal?

"During the course of an 'average' month, what kinds of contact do you have with the Key Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they from you (information, encouragement, etc.)?"

	Description	What I contributed	What I received
33-34. Answer 1.			
35-36. Answer 2.			
37-38. Answer 3.			

"You mentioned that you have contact with the Key Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Key Leaders?"

39-40. Answer 1. (frequency)	
41-42. (context)	
	Formal? Informal?
43-44. Answer 2. (frequency)	
45-46. (context)	
	Formal? Informal?
47-48. Answer 3. (frequency)	
49-50. (context)	
	Formal? Informal?

3 1-4. Card and Survey Number.

"During the course of an 'average' month, what kinds of contact do you have with the Project Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"
"What do you want from them, or they from you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
5-6. Answer 1.			
7-8. Answer 2.			
9-10. Answer 3.			

"You mentioned that you have contact with the Project Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Project Leaders?"

11-12.	Answer 1. (frequency)	_____
13-14.	(context)	_____

	Formal?	Informal?
15-16.	Answer 2. (frequency)	_____
17-18.	(context)	_____

	Formal?	Informal?
19-20.	Answer 3. (frequency)	_____
21-22.	(context)	_____

	Formal?	Informal?

"During the course of an 'average' month, what kinds of contact do you have with the 4-H members?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they form you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
23-24. Answer 1.			
25-26. Answer 2.			
27-28. Answer 3.			

"You mentioned that you have contact with the 4-H members about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the 4-H members?"

29-30. Answer 1. (frequency)	_____
31-32. (context)	_____

	Formal? Informal?
33-34. Answer 2. (frequency)	_____
35-36. (context)	_____

	Formal? Informal?
37-38. Answer 3. (frequency)	_____
39-40. (context)	_____

	Formal? Informal?

41. "People who get together in programs like 4-H can have a real, positive effect on youth. Do you....."

1. Disagree.
2. Mostly disagree.
3. Neither agree nor disagree.
4. Mostly agree.
5. Agree.

42-43. "Why do you feel that way?"

44. "Some people think a lot about the social problems of the nation, and about how they might be solved. Others spend little time thinking about these issues. How much do you think about such things?"

1. Never.
2. Seldom.
3. Sometimes.
4. Quite a bit.
5. A great deal.

45. "We hear a lot about volunteerism these days. How much effect do you believe that people participating in voluntary organizations, like 4-H, can have on resolving social problems in this nation?"

1. None.
2. A little.
3. Some.
4. Quite a bit.

46-47. "What makes you feel this way?"

48-49. "If a 4-H club did not have any Project Leaders, what do you think is the best way to find and recruit them?"

50-51. "In what ways do you think your county's 4-H program would be affected if it had a full-time 4-H Specialist working in it?" (County or District level?)

52-53. "What do you think needs to happen in your county to make the Key Leader System work better?"

"During the course of an 'average' month, what kinds of contact do you have with the Organizational Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they from you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
51-52. Answer 1.			
53-54. Answer 2.			
55-56. Answer 3.			

"You mentioned that you have contact with the Organizational Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Organizational Leaders?"

57-58.	Answer 1. (frequency)		
59-60.	(context)		
		Formal?	Informal?
61-62.	Answer 2. (frequency)		
63-64.	(context)		
		Formal?	Informal?
65-66.	Answer 3. (frequency)		
67-68.	(context)		
		Formal?	Informal?

4 1-4. Card and Survey Number.

"Please describe your involvements with the different voluntary organizations. Do not include your job."

	Type of Organization	Number you are in	Hours per month	Offices?	What do you like best
5-12.	Social Services: volunteer counseling centers, senior citizens centers, etc.				
13-20.	Community Service Clubs: JayCees, Elks, etc.				
21-28.	Religious/Church Groups: Bible study groups, church services, etc.				
29-36.	Business/Professional Associations: AMA, SDEA, etc.				
37-44.	Union Groups: NFO, labor union, etc.				
45-52.	Educational Groups: book club, Extension club, etc.				
53-60.	Political Groups: Young Democrats, Teen-Age Republicans, etc.				
61-68.	Military Groups: VFW, National Guard, American Legion, etc.				
4 1-4.					
5-12.	Youth Groups: YMCA, Scouts, etc.				
13-20.	Sports/Recreational Groups: Little League Baseball, etc.				
21-28.	Other?				

APPENDIX J

PROJECT LEADERS

Individual Interview Form

1 1. Card Number. _____
2-4 2-4. Survey Number. _____
5-10 5-10. Date _____
11-12 11-12. County _____
13-14 13-14. Age _____
15 15. Sex _____
16-24 16-24. "In which project area(s) are you a Project Leader?"
 Beef (1) _____ Horticulture (6) _____
 Clothing (2) _____ Photography (7) _____
 Foods & Nutrition (3) _____ Sheep (8) _____
 Home Environment (4) _____ Other (9) _____
 Horse (5) _____
25-29 25-29. "In which other 4-H leadership positions are you involved?" (Check all that apply.)
 Organizational Leader (1) _____
 Key Leader (3) _____
 Other (4) _____ Please specify: _____
30-35 30-35. "How many many years have you served in this (these) position(s)?"
 Organizational Leader _____
 Club Project Leader _____
 County Key Leader _____
36-39 36-39. "Please describe how you became a Project Leader? Why did you chose to become a Project Leader?"

40-43 40-43. "What benefits, if any, do you feel you get from being a Key Leader?"



44-47. "What have been the costs (monetary and non-monetary), if any, of being a Project Leader? Does it interfere with other things you would like to do?"

48-51. "Next, I'd like to ask about how the Key Leader System seems to be working in your club. What have been some of the successes you have noted with the Key Leader System?"

52-55. "What have been some of the problems you have seen with the Key Leader System?"

56-57. "How have you attempted to deal with or resolve these problems? How well have these attempts worked for you?"

58-70. "In what ways are you being used in your club? How often are you used?"

2 1-4. Card and Survey Number.

5-6. "What roles and responsibilities would you like the Key Leaders to have in your county's 4-H programs?"

7-8. "What roles and responsibilities would you like the Project Leaders to have in your county's 4-H programs?"

9-10. "What roles and responsibilities would you like the Organizational Leaders to have in your county's 4-H programs?"

11-12. "What roles and responsibilities would you like the County Extension Staff to have in your county's 4-H programs?"

13-14. "What roles and responsibilities would you like others involved in your county's 4-H programs (such as Teen Leaders, Resource Leaders, and so on)."



"During the course of an 'average' month, what kinds of contact do you usually have with the County Extension Staff?"

PROMPTS: "Why do you contact them, or do they contact you?"

"What do you want from them, or they from you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
15-16. Answer 1.			
17-18. Answer 2.			
19-20. Answer 3.			

"You mentioned that you have contact with the County Extension Staff about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the County Extension Staff?"

21-22. Answer 1.	(frequency)	
23-24.	(context)	
	Formal?	Informal?
25-26. Answer 2.	(frequency)	
27-28.	(context)	
	Formal?	Informal?
29-30. Answer 3.	(frequency)	
31-32.	(context)	
	Formal?	Informal?

"During the course of an 'average' month, what kinds of contact do you have with the Key Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they from you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
33-34. Answer 1.			
35-36. Answer 2.			
37-38. Answer 3.			

"You mentioned that you have contact with the Key Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Key Leaders?"

39-40. Answer 1. (frequency)		
41-42. (context)		
	Formal?	Informal?
43-44. Answer 2. (frequency)		
45-46. (context)		
	Formal?	Informal?
47-48. Answer 3. (frequency)		
49-50. (context)		
	Formal?	Informal?

"During the course of an 'average' month, what kinds of contact do you have with the Organizational Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they from you (information, encouragement, etc.)?"

	Description	What I contributed	What I received
51-52. Answer 1.			
53-54. Answer 2.			
55-56. Answer 3.			

"You mentioned that you have contact with the Organizational Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Organizational Leaders?"

57-58. Answer 1. (frequency)		
59-60. (context)		
	Formal?	Informal?
61-62. Answer 2. (frequency)		
63-64. (context)		
	Formal?	Informal?
65-66. Answer 3. (frequency)		
67-68. (context)		
	Formal?	Informal?

3 1-4. Card and Survey Number.

"During the course of an 'average' month, what kinds of contact do you have with the Project Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"

"What do you want from them, or they from you (information, encouragement, etc.)?"

	Description	What I contributed	What I received
5-6. Answer 1.			
7-8. Answer 2.			
9-10. Answer 3.			

"You mentioned that you have contact with the Project Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Project Leaders?"

11-12. Answer 1. (frequency)		
13-14. (context)		
	Formal?	Informal?
15-16. Answer 2. (frequency)		
17-18. (context)		
	Formal?	Informal?
19-20. Answer 3. (frequency)		
21-22. (context)		
	Formal?	Informal?



"During the course of an 'average' month, what kinds of contact do you have with the 4-H members?"

PROMPTS: "Why do you contact them, or do they contact you?"

"What do you want from them, or they form you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
23-24. Answer 1.			
25-26. Answer 2.			
27-28. Answer 3.			

"You mentioned that you have contact with the 4-H members about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the 4-H members?"

29-30. Answer 1. (frequency)		
31-32. (context)		
	Formal?	Informal?
33-34. Answer 2. (frequency)		
35-36. (context)		
	Formal?	Informal?
37-38. Answer 3. (frequency)		
39-40. (context)		
	Formal?	Informal?

41. "People who get together in programs like 4-H can have a real, positive effect on youth. Do you....."

1. Disagree.
2. Mostly disagree.
3. Neither agree nor disagree.
4. Mostly agree.
5. Agree.

42-43. "Why do you feel that way?"

44. "Some people think a lot about the social problems of the nation, and about how they might be solved. Others spend little time thinking about these issues. How much do you think about such things?"

1. Never.
2. Seldom.
3. Sometimes.
4. Quite a bit.
5. A great deal.

45. "We hear a lot about volunteerism these days. How much effect do you believe that people participating in voluntary organizations, like 4-H, can have on resolving social problems in this nation?"

1. None.
2. A little.
3. Some.
4. Quite a bit.

46-47. "What makes you feel this way?"

48-49. "If a 4-H club did not have any Project Leaders, what do you think is the best way to find and recruit them?"

50-51. "In what ways do you think your county's 4-H program would be affected if it had a full-time 4-H Specialist working in it?" (County or District level?)

52-53. "What do you think needs to happen in your county to make the Key Leader System work better?"



4 1-4. Card and Survey Number.

"Please describe your involvements with the different voluntary organizations. Do not include your job."

	Type of Organization	Number you are in	Hours per month	Offices?	What do you like best
5-12.	Social Services: volunteer counseling centers, senior citizens centers, etc.				
13-20.	Community Service Clubs: JayCees, Elks, etc.				
21-28.	Religious/Church Groups: Bible study groups, church services, etc.				
29-36.	Business/Professional Associations: AMA, SDEA, etc.				
37-44.	Union Groups: NFO, labor union, etc.				
45-52.	Educational Groups: book club, Extension club, etc.				
53-60.	Political Groups: Young Democrats, Teen-Age Republicans, etc.				
61-68.	Military Groups: VFW, National Guard, American Legion, etc.				
4 1-4.					
5-12.	Youth Groups: YMCA, Scouts, etc.				
13-20.	Sports/Recreational Groups: Little League Baseball, etc.				
21-28.	Other?				



APPENDIX K

	Date	Description
1-1-78	1-1-78	1-1-78
1-1-78	1-1-78	1-1-78
1-1-78	1-1-78	1-1-78
1-1-78	1-1-78	1-1-78
1-1-78	1-1-78	1-1-78
1-1-78	1-1-78	1-1-78
1-1-78	1-1-78	1-1-78
1-1-78	1-1-78	1-1-78
1-1-78	1-1-78	1-1-78
1-1-78	1-1-78	1-1-78
1-1-78	1-1-78	1-1-78
1-1-78	1-1-78	1-1-78
1-1-78	1-1-78	1-1-78
1-1-78	1-1-78	1-1-78

4-H MEMBER

Individual Interview Form

1	1. Card Number.
2-4	Survey Number.
5-10	Date _____
11-12	County _____
13-14	Age _____
15	Sex _____
16-17	"How many years have you been a 4-H member?" _____
18-21	"What have you found to be the <u>benefits</u> (or good things) about being in 4-H?" _____ _____ _____ _____
22-25	"What have you found to be the <u>costs</u> (or bad things) about being in 4-H? Have you ever felt like quitting 4-H? Why?" _____ _____ _____ _____
26-29	"In which projects did you HAVE a Project Leader this past year?" <u>List.</u> _____ _____ _____
30-33	"In which projects did you NOT HAVE a Project Leader this past year?" <u>List.</u> _____ _____ _____
34-37	"What kinds of help did you receive from your Project Leader(s)? How often did they meet with you? When, or in what kinds of meetings, did they meet with you?" _____ _____ _____ _____



38-39 "How do you think that the Project Leaders' help affected your projects?"

40-42 "Do you think that you would like a Project Leader to help you again on your projects next year? Why or why not?"

43 "Some people think a lot about the social problems of the nation, and how they might be solved. Others spend little time thinking about these issues. How much do you think about these things?"

1. Never.
2. Seldom.
3. Sometimes.
4. Quite often.
5. A great deal.

44 "I feel that I can do very little to change the way the nation is today."

1. Disagree.
2. Mostly disagree.
3. Neither disagree nor agree.
4. Mostly agree.
5. Agree.

45-48 "Why do you feel this way?"

49 "I believe a person is 'master of his/her own fate.'"

1. Disagree.
2. Mostly disagree.
3. Neither disagree nor agree.
4. Mostly agree.
5. Agree.

50-53 "What makes you feel this way?"

54-57 "In what ways do you think your county's 4-H program would be stronger if it had a full-time 4-H Specialist working with it?" (County or District level?)



2 1-4. Card and Survey Number.

5-6. "What roles and responsibilities would you like the Key Leaders to have in your county's 4-H programs?"

7-8. "What roles and responsibilities would you like the Project Leaders to have in your county's 4-H programs?"

9-10. "What roles and responsibilities would you like the Organizational Leaders to have in your county's 4-H programs?"

11-12. "What roles and responsibilities would you like the County Extension Staff to have in your county's 4-H programs?"

13-14. "What roles and responsibilities would you like others involved in your county's 4-H programs (such as Teen Leaders, Resource Leaders, and so on)."

"During the course of an 'average' month, what kinds of contact do you usually have with the County Extension Staff?"

PROMPTS: "Why do you contact them, or do they contact you?"

"What do you want from them, or they from you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
15-16. Answer 1.			
17-18. Answer 2.			
19-20. Answer 3.			

"You mentioned that you have contact with the County Extension Staff about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the County Extension Staff?"

21-22. Answer 1.	(frequency)	
23-24.	(context)	
	Formal?	Informal?
25-26. Answer 2.	(frequency)	
27-28.	(context)	
	Formal?	Informal?
29-30. Answer 3.	(frequency)	
	(context)	
31-32.		
	Formal?	Informal?

3 1-4. Card and Survey Number.

"During the course of an 'average' month, what kinds of contact do you have with the Project Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"

"What do you want from them, or they from you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
5-6. Answer 1.			
7-8. Answer 2.			
9-10. Answer 3.			

"You mentioned that you have contact with the Project Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Project Leaders?"

11-12.	Answer 1. (frequency)	_____
13-14.	(context)	_____

	Formal?	Informal?
15-16.	Answer 2. (frequency)	_____
17-18.	(context)	_____

	Formal?	Informal?
19-20.	Answer 3. (frequency)	_____
21-22.	(context)	_____

	Formal?	Informal?



"During the course of an 'average' month, what kinds of contact do you have with the 4-H members?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they form you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
23-24. Answer 1.			
25-26. Answer 2.			
27-28. Answer 3.			

"You mentioned that you have contact with the 4-H members about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the 4-H members?"

29-30. Answer 1. (frequency)		
31-32. (context)		
	Formal?	Informal?
33-34. Answer 2. (frequency)		
35-36. (context)		
	Formal?	Informal?
37-38. Answer 3. (frequency)		
39-40. (context)		
	Formal?	Informal?

"During the course of an 'average' month, what kinds of contact do you have with the Key Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they from you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
33-34. Answer 1.			
35-36. Answer 2.			
37-38. Answer 3.			

"You mentioned that you have contact with the Key Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Key Leaders?"

39-40.	Answer 1. (frequency)	_____
41-42.	(context)	_____

	Formal?	Informal?
43-44.	Answer 2. (frequency)	_____
45-46.	(context)	_____

	Formal?	Informal?
47-48.	Answer 3. (frequency)	_____
49-50.	(context)	_____

	Formal?	Informal?

"During the course of an 'average' month, what kinds of contact do you have with the Organizational Leaders?"

PROMPTS: "Why do you contact them, or do they contact you?"
 "What do you want from them, or they from you (information, encouragement, etc.)?"

	<u>Description</u>	<u>What I contributed</u>	<u>What I received</u>
51-52. Answer 1.			
53-54. Answer 2.			
55-56. Answer 3.			

"You mentioned that you have contact with the Organizational Leaders about (topic). About how often during an 'average' month do you think you have this kind of contact with them?"

"Can you describe where/when (or in what context) you have this kind of contact with the Organizational Leaders?"

57-58. Answer 1. (frequency)		
59-60. (context)		
	Formal?	Informal?
61-62. Answer 2. (frequency)		
63-64. (context)		
	Formal?	Informal?
65-66. Answer 3. (frequency)		
67-68. (context)		
	Formal?	Informal?

41. "People who get together in programs like 4-H can have a real, positive effect on youth. Do you....."

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48-49. "If a 4-H club did not have any Project Leaders, what do you think is the best way to find and recruit them?"

50-51. "In what ways do you think your county's 4-H program would be affected if it had a full-time 4-H Specialist working in it?" (County or District level?)

52-53. "What do you think needs to happen in your county to make the Key Leader System work better?"



4 1-4 Card and Survey Number.

"Besides 4-H, in what other groups or activities are you involved?"

	Group or Activity	Number	Hours/Month
5-8	Summer Youth Programs		
9-12	Church Groups		
13-16	Boy or Girl Scouts		
17-20	YMCA or YWCA		
21-24	Sports Programs		
25-28	Music Programs		
29-32	Oral Interpretation		
33-36	Debate		1
37-40	Cheerleading		
41-44	Young Democrats or Teen Age Republicans		
45-48	FFA or FHA		
49-52	Others (Please list.)		

53-56 "Compared with 4-H, what do you like and dislike about these other groups or activities?"
